DOCUMENT RESUME

ED 117 865 EC 080 960

AUTHOR	Quackenboss, Rita, Ed.; And Others
TITLE	Learning to Live Safely: Persisting Life Situation No. 6. A Resource Guide for the Wisconsin EMR Curriculum.
INSTITUTION	Wisconsin Univ., Oshkosh.
PUB DATE	[73]
NOTE	202p.; For related information, see ED 043 160
EDRS PRICE	MF-$0.83 HC-$11.37 Plus Postage
DESCRIPTORS	Behavioral Objectives; Class Activities; Curriculum Guides; *Educable Mentally Handicapped; Elementary Secondary Education; Exceptional Child Education; Mentally Handicapped; *Resource Guides; *Safety Education; Teaching Methods
IDENTIFIERS	Wisconsin

ABSTRACT

Presented in the resource guide for the Wisconsin curriculum for educable mentally retarded students are safety education teaching units. Learning to Live Safely" is the sixth in a series of persisting life situations. The guide lists behavioral objectives, activities, and annotated resource materials (with distributors' addresses) for primary, intermediate, and secondary units on such topics as fire safety, safety habits, playground safety, and proper street behavior. (CL)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED117865

P. L. S. #6

Learning to Live Safely

A resource guide for the Wisconsin EMR Curriculum

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Department of Special
Education
University of Wisconsin - Oshkosh

EC080960

Persisting Life Situation #6

LEARNING TO LIVE SAFELY

Teaching Units Prepared By
Special Education Students
16-380 Curriculum in Special Education

W. James Morris, Instructor

Thomas J. Kempf, Ed.D., Chairman
Department of Special Education
University of Wisconsin-Oshkosh

Edited by:
Rita Quackenboss
Barbara Schmidt
Jennifer Schuler

ACKNOWLEDGEMENTS

The following special education students were enrolled in 16-380, Curriculum in Special Education during the 1972 Summer Session at U.W.-O. The material contained in this resource guide was created solely by these students. It is their hope that their efforts can be used to further the education of exceptional children.

Mary Jo Bluma
Susan Knox
Susan Krohlow
Donna Kudlas
Lynne Neubauer
Jeanne Newport
Kathy Noonan
Jean Prasalowicz
Rita Quackenboss
Barbara Schmidt
Jennifer Schuler
Thomas Schultz
Helen Snyder
Marcia Spect
Pam Tetzlaff
Thomas Thomas

A special "thank you" to the Fox Valley Special Education Instructional Material Center and especially Mr. Gerald Green, Director.

Project Student Assistants

Kathy Elderbrook
William Kane
Glory Schrader

The assistance of the Division for Handicapped Children, Wisconsin Department of Public Instruction is gracefully acknowledged:
Thomas Stockton, Consultant, EMR Curriculum Project
Patrick Pfleiger, Supervisor, MR Classes

Department of Special Education

University of Wisconsin Oshkosh

UNIT AND/OR SUBUNIT FORMAT

PLS: No. 6 LEVEL: Primary
OBJECTIVE: Begin to Learn about Safety at Home
AIM: Accident Prevention
CENTER OF INTEREST UNIT: Fire Safety
SUBUNIT:

Behavioral objectives	Activities	Annotated Resource Materials	Evaluation
1. The student will list the following three ways that fire can be harmful to him:	Teacher assembles, with student help, a bulletin board using the theme "Time to Learn--Fire Can Burn".		
a. burn fingers and other parts of our bodies b. burn clothing and other possessions c. burn down our homes	Teacher presents film, "I'm No Fool With Fire", stressing the harmful aspect of fire.	"I'm No Fool With Fire" ROAS/$4.00	
	Teacher leads discussion concerning proper care of burns. If skin is slightly red, run area under cold water; if burn is severe or deep, contact an adult immediately.		

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	Also discuss proper action to take in case clothing catches fire. a. Have victim lie down immediately b. Do not run; movement causes flame to spread faster. c. Smother flames by rolling on the ground or with handy material such as a rug.		
	Students role play the proper action to take in case clothing catches fire.		
	Teacher plays "The Fireman and His Work" teaching tape contrasting fire as an enemy or a friend.	"The Fireman and His Work" Wollensak Teaching Tape and Worksheets Available at Fox Valley SEIMC	
	Follow up the tape with the included worksheets.		
	Use commercial or teacher made Smokey the Bear puppet to dramatice how fire destroys homes and possessions.	Smokey the Bear material may be obtained from the Department of Natural Resources.	

2

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	Sing "Smokey the Bear" song to reinforce goals. Smokey the Bear, Smokey the Bear Howlin' and growlin' and a sniffen the air He can spot a fire before it starts to flame That's why they call him Smokey and That's how he got his name		
2. The Student will list three ways that fire may result from carelessness.	Teacher presents filmstrip "Home Safety" emphasizing how firemen help keep people out of trouble. Stress that most fires are caused by man's carelessness.	"Home Safety" Encyclopedia Brittanica Educational Corporation $6.00	
	Ask the students what would happen if you held on to a match until the flame reached your fingers. They could burn themselves, drop the match and burn their clothing or their home. Stress the importance of keeping matches out of the reach of all children. Discuss students' actual experiences or others' experiences regarding the careless use of matches.		

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	Teacher brings in an electric cord and demonstrates how rubbing can fray it and expose the wire inside. Have the children check the home for this danger, and inform parents that carelessness and neglect may result in fire.	Electric cord from old electrical appliance.	
	Teacher points out the dangers of leaving oily rags, paper or rubbish in the basement, garage, attic, or under the stairs.		
	Teacher presents an illustration to show how easily clothing can catch fire. Discuss the dangers of candles, fire places, gas and electric stoves, and careless smoking habits. Review the proper action to take in case clothing catches fire: a. Lie down b. Do not run c. Smother flames		

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	Teacher shows film "Donald's Fire Survival Plan". Discuss with the class how Donald prevents fires by careful living.	"Donald's Fire Survival Plan" ROAS Film $5.00 Rental	
	Read "Let's Visit the Fire Station" or "My Friend the Fireman" (show and tell book) or "I Want to be a Fireman" to the class as an introduction before visiting the fire station.	"Let's Visit the Fire Station" Your World Series; Mafes Assoc., Inc., Johnstown PA 15907 Available at Fox Valley SEIMC "My Friend the Fireman" David C. Cook Publishing Co.,$1.50 "I Want to Be a Filreman" Childrens Press Available at Fox Valley SEIMC	
	Show "Fireman" a color film about a day in the life of a typical fireman.	"Fireman" ROAS Films $4.00 Rental	
	Take a trip to the local fire station and have fireman talk specifically about how carelessness causes fires.		

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	Make fireman hats out of red construction paper and award them to students who can list the three rules.		
	Allow children to work independently putting together the Playskool puzzles of fireman as a follow-up activity.	Playskool Puzzles Milton Bradley Co., (17pc) $2.10 each Judy Contemporary Series. (15pc) $2.30 each. Available at Fox Valley SEIMC	
3. The student will list the following two necessary actions to take in case of a fire: a. leave the premises b. find and tell an adult	Teacher leads discussion on what the students could possibly do in case of a fire. She draws out the two steps listed and discusses with the students who each child could contact for help. Teacher emphasizes that, although in school we must quietly leave the building, at home we can yell "fire" to warn others. Also emphasize necessary calmness.		

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	Using large cut out finger boards teacher and students can role play this situation by dividing the classroom into rooms, as in a house. A paper representation of fire can be placed in one of the "rooms" and proper procedure can be acted out.	Instructor , Puppet Playmates, available at Fox Valley SEIMC	
4. The student will be able to list three possible sources of help to contact in case of a fire: a. parents b. nearest neighbor c. relative d. adult passer-by e. operator	With each child, discuss possible neighbors or relatives near-by they could contact in case of a fire in their home. Make a verbal plan with the child to contact his nearest adult neighbor in case of a fire so that he has a plan of action already formulated in his mind. Discuss why an adult should be contacted in case of fire. Present a teacher-made worksheet containing representations of a grandmother, parent, adult lady and man, and operator as well as figures such as a dog, young girl and young boy. Have the children circle the pictures of those people they should contact in case of a fire.		

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	Design a bulletin board with pictures of these sources of help. A possible caption would be "Call Me!"		
5. The child will state orally his full name and home address.	Teacher presents "Sing a Song of Safety" sound filmstrip "Remember Your Name and Address" to stress the importance of knowing your name and address.		
	Play the mailman game using an envelope with the students full name and address on it. Begin by saying "I have a letter for 'first name' 'surname' at 'such and such' adress" (have a different mailman each time the game is played). Have the "mailman" deliver the envelope to the child who raised his hand (if correct). Teacher may place a picture, a gold star, or a small piece of candy in each envelope as a motivating surprise. Later, when the children are familiar with the game, call them by surname and address and finally by address only.		

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	Reinforce learning by calling on a child by his address and have him precede his class contributions by stating his full name and address (orally) before dismissing students from class for the day.		
6. Using the telephone the student will dial "0" for operator and state the emergency and his home address.	Make a large telephone and working dial out of cardboard. Show the students how to place a call following the steps: a. put the receiver to your ear and listen for the dial tone b. dial "0" bringing the finger completely around to the bar c. release the dial by taking finger out completely d. speak clearly in a normal speaking voice		

UNIT AND/OR SUBUNIT Second Page

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	Show the child what an "0" looks like. Show him his mouth can make an "0", as can his fingers and his arms. Have each child make an "0" using his body. Explain that you dial "0" for help after you have left a burning building.		
	Obtain trainer from Wisconsin Telephone Company and have each child take turns dialing "0" for operator.	"Tele-trainer" Available from Wisconsin Telephone Company	
	Discuss what would be necessary to tell an operator after you have reached her. Talk about why the emergency and full name and address must be stated.		
	Role play having each child dial "0" on the trainer and report a fire to the "Operator" making sure he states the emergency and his full name and address.		

Department of Special Education

University of Wisconsin Oshkosh

UNIT AND/OR SUBUNIT FORMAT

PLS: No. 6

OBJECTIVE: Begins to learn safety at school LEVEL: Primary

AIM: Safety in the classroom

CENTER OF INTEREST UNIT: Safety Habits

SUBUNIT: Good behavior in classroom

Behavioral objectives	Activities	Annotated Resource Materials	Evaluation
1. The student will demonstrate good safety habits in the classroom by not running, pushing, shoving, hitting, kicking or tripping, etc.	Class suggests items for list of rules for safe behavior in the classroom. a. No running b. No pushing or shoving c. No hitting or kicking d. No tripping others in the room e. No throwing objects f. No slamming doors Class discusses reasons for these rules for safe behavior. a. You could fall and be hurt.		

//

UNIT AND/OR SUBUNIT Second Page

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	b. Others could fall and be hurt. c. Rough play is for outside, not inside. d. Thrown objects could injure if they hit someone. e. Slammed doors are more likely to catch fingers and hands in them than carefully shut doors.		
2. The student will verbally state why he should obey a person in charge.	Class discusses people in the school who should be obeyed. a. teacher b. substitute teacher c. librarian d. playground attendant e. bus driver f. principal		

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
3. Given pictures showing different arthority figures in charge the student will orally state who is in charge.	Teacher presents pictures of different authorities which the student might have occasion to obey while in school. Put the pictures on the chalk ledge or other appropriate place. Teacher makes statement about one of the adults pictured, referring to area of authority. Student is instructed to point to the picture of the authority being referred to.	Peabody Language Development Kit. PLDK #2 0-4 librarian 0-6 teacher 0-9 bus driver 0-15 fireman 0-29 playground attendant	
	Example--"He might tell you to sit down or to keep your hands away from the window." (bus driver) "She might tell you to keep your voice down or where to return your books." (librarian)		
	Teacher reads pages on jobs of teacher and librarian. Class discusses.	Childcraft "The How and Why Library" Volume 8--"What People Do" Teacher: 287-291 Librarian: 292-293 Field Enterprises Ed. Co. 1972	

UNIT AND/OR SUBUNIT Second Page

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	Teacher led discussion on concept that everyone has a boss; every job includes responsibility to someone--Daddy to his boss, teacher to the principal, students to the teacher.		
	Teacher presents pictures of a variety of different situations. These pictures can be taken from books or magazines. Students are instructed to comment on who is in charge in each situation.		
	Play situation--students take turns being the"boss" over classroom situations i.e. making sure everyone hangs their coat up, puts toys away, etc.		

Department of Special Education

University of Wisconsin Oshkosh

UNIT AND/OR SUBUNIT FORMAT

PLS: No. 6
OBJECTIVE: Begins to learn safety at school LEVEL: Primary
AIM: Safety in the classroom
CENTER OF INTEREST UNIT: Use of equipment
SUBUNIT: Pointed objects

Behavioral objectives	Activities	Annotated Resource Materials	Evaluation
1. The student will orally state how to carry pointed objects found in the classroom.	Teacher led discussion on potentially dangerous objects found in the classroom and how to handle them.		
2. The student will demonstrate how to properly handle pointed objects found in a classroom situation.	Teacher demonstrates safe way to carry pointed objects found in the classroom: a. scissors should be carried points down or points protected b. pens and pencils should be carried with points down c. blackboard pointer should be held in the middle and carried point down.		

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
3. The student will be able to verbally state the reasons for passing pointed objects blunt end first.	Teacher demonstrates safe way to pass pointed objects to another person--blunt end first. Class discusses reasons for these rules: a. sharp ends pointed down are less likely to stab or cut someone b. person reaching for the object might be injured if the sharp end were handed to him.		
	Teacher uses picture of classroom to stimulate further discussion on correct method of handling pointed objects. Picture shows boy passing a pencil properly.	Kindergarten/Oral English Group A The Economy Company School-140	

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	Class practices carrying and passing scissors, pencils, pens, and pointers.		
4. Given a mimeographed worksheet the student will circle all pictures demonstrating the incorrect way to handle or pass pointed objects.	Students work on teacher prepared worksheet. Worksheets should contain pictures demonstrating ways to carry and pass pointed ojbects.		

Department of Special Education

University of Wisconsin Oshkosh

UNIT AND/OR SUBUNIT FORMAT

PLS: No. 6 LEVEL: Primary
OBJECTIVE: Begins to learn safety at school
AIM: Safety in the classroom
CENTER OF INTEREST UNIT: Use of equipment
SUBUNIT: Chairs

Behavioral objectives	Activities	Annotated Resource 'laterials	Evaluation
1. The student will demonstrate the correct manner to carry a chair safely.	Teacher demonstrates safe way to carry chairs. a. Chair should be held with both hands. b. Chair should be held in front. c. Chair legs should be kept down. d. Chair should be held low. Class practices carrying chairs safely around the room. The teacher can make a parade out of this practice by playing marching records.		

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	Musical Chairs: Play game as usual but emphasize carrying chairs safely when bringing them to the game area and each time one is removed.		
2. The student will be able to orally state two reasons to carry chairs safely.	Class discusses reasons for carrying chairs according to safety rules. a. Chairs are heavy and can injure if thrown or carelessly pushed into someone. b. Chairs carried improperly can damage other classroom furniture. c. Chair legs, if kept down and close to floor are less likely to injure another student.		

UNIT AND/OR SUBUNIT Second Page

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	d. If held low, the student carrying the chair can better see where he is going.		
	Teacher presents poem and students repeat and learn it. "My Chair" When I go walking with my chair, When I go I walk with care, I hold it low, not in the air, When I go walking with my chair.		
3. The student will orally state the reasons for sitting properly in a chair.	Teacher led discussion on safe and proper way to sit in a chair. a. Do not sit with feet outstretched into aisles. b. Do not tilt chair backwards.		

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
4. The student will demonstrate his ability to sit in the chair safely.	Class discusses reasons for these safety rules. a. Feet in the aisle can cause others to trip and fall. b. A tilted chair can easily slip over backwards, injuring the person sitting in it.		

University of Wisconsin Oshkosh

UNIT AND/OR SUBUNIT FORMAT

PLS: No. 6 LEVEL: Primary
OBJECTIVE: Begins to learn safety at school
AIM: Safety in the classroom
CENTER OF INTEREST UNIT: Safe use of equipment
SUBUNIT: Tables and desks

Behavioral objectives	Activities	Annotated Resource 'laterials	Evaluation
1. The student will orally state the safe ways to use tables and desks.	Teacher leads discussion on safe way to use tables and desks. a. Tables and desks are to be sat at, not stood on. b. They should not be tipped over. c. If moved around, they should be moved carefully and slowly. Class suggests reasons for these rules. a. Tables and desks are not as sturdy as they look.		

UNIT AND/OR SUBUNIT Second Page

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	They can be easily tipped over if someone sits or stands on them. b. Tables and desks are heavy and can cause injury if they fall on someone or are pushed into someone.		
2. The student will demonstrate his ability to use tables and desks safely.	Teacher demonstrates how putting weight unevenly on a table or desk can easily tip it over.		

Department of Special Education

University of Wisconsin Oshkosh

UNIT AND/OR SUBUNIT FORMAT

PLS: No. 6 LEVEL: Primary

OBJECTIVE: Begins to learn about safety at school

AIM: Safety in the classroom

CENTER OF INTEREST UNIT: Use of Equipment

SUBUNIT: Toys

Behavioral objectives	Activities	Annotated Resource Materials	Evaluation
1. The student will orally state why it is important to use classroom toys safely.	Class discusses why toys are potentially dangerous objects. a. Toys can injure if thrown. b. Toys with sharp edges or metal protrusions can seriously wound a student if handled carelessly. c. Toys, left lying around, can cause falls if someone trips over them.		

UNIT AND/OR SUBUNIT Second Page

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
• The student will demonstrate how to use classroom toys safely.	Teacher has students demonstrate safe way to use several of the classroom toys while other students comment and make suggestions.		
	Follow this discussion and demonstration with free play using the toys discussed above. Verbally praise students playing with toys safely. Review potential dangers with students not using toys safely.		
	Teacher reads story about a boy who neglected to play with his toys safely in school.	Tim Listens and Learns Esther E. Reinecke T.S. Denison and Co., Inc. Minneapolis, Minn. Fox Valley SEIMC	

UNIT AND/OR SUBUNIT Second Page

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
3. Given the opportunity to play with toys, the student will pick up any lying around the classroom and put them away properly.	Class discusses the danger of having toys lying around the classroom i.e. students or teachers might trip over the toys and fall, seriously injuring themselves.		
	Teacher explains the concept of a neat versus a messy room.		
	Using old magazines, students find and cut out pictures of neat and messy rooms. These pictures can be used for a bulletin board or to stimulate further discussion.	Old Magazines	
	Teacher collects a variety of toys and classroom materials and sets them on the table. Students are called on individually to return a specific item to its proper place in the classroom.		

UNIT AND/OR SUBUNIT Second Page

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	Have the class comment on the appropriateness of the place chosen and why that is a safe place for the object.		
	Teacher explains that the students actively share the responsibility for distributing, collecting, and storing classroom equipment and toys. Students and teacher construct a "helpers chart" to emphasize this. Each week a student is chosen to make sure toys are picked up and returned to the appropriate place after each activity.		
	Class booklet--students draw pictures of favorite toys stored in safe places. Examples: marbles in a bag or box, bike in the rack, scissors on scissors rack or in a box etc.		

Department of Special Education

University of Wisconsin Oshkosh

UNIT AND/OR SUBUNIT FORMAT

PLS: No. 6
OBJECTIVE: Begnis to learn safety at school LEVEL: Primary
AIM: Safety in the classroom
CENTER OF INTEREST UNIT: Use of Equipment
SUBUNIT: Dangerous vs. nondangerous Items

Behavioral objectives	Activities	Annotated Resource Materials	Evaluation
1. The student will be able to orally state one reason why each of these objects are potentially dangerous a. scissors b. pencils, pens c. pins d. stapler e. pencil sharpener f. books g. chairs, tables, desks h. toys i. tools	Class suggests items for a list of potentially dangerous objects in the classroom. a. scissors b. pencils, pens c. pins d. stapler e. pencil sharpener f. books g. chairs, tables, desks h. toys i. tools Teacher led discussion on why these objects are potentially dangerous: a. objects with sharp points can cut and wound if used improperly.		

UNIT AND/OR SUBUNIT Second Page

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	b. Heavy objects can seriously bruise if thrown. c. Chairs, if tipped can fall backwards, seriously injuring the student. d. Students can lose their balance and fall if standing on chairs, tables, or desks. e. Sharp edges on toys may injure if used carelessly or thrown. f. Toys, left lying around, could cause falls. g. Tools: stapler can smash, cut, and pinch fingers if used improperly.		

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	Teacher demonstrates dangers of many of these objects using a large doll. Have the doll fall off the desk, trip over toys, and fall backwards in a chair etc.		
	Students make "Safety booklets" using pictures from old magazines of potentially dangerous objects commonly found in the classroom. These booklets can be used to stimulate discussion on why these items can be dangerous and how to properly use them.		
	"Safety Riddles": Teacher makes up a riddle about some potentially dangerous object in the classroom. Students listen to the clues in the riddle and guess what object the teacher is talking about.		

UNIT AND/OR SUBUNIT Second Page

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	Example: This object is long and thin. It has a sharp point on one end which could be dangerous if not used carefully. When handing this object to someone, the blunt end should point toward that person. What it it? (pencil or pen) Example: This object has four legs. It is not as strong as it looks so students should not stand on it. Its top is high off the ground. Falling from its top could cause a bruise or scrape. What is it? (desk or table)		

UNIT AND/OR SUBUNIT Second Page

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	Role-play: Each student is handed a picture of some potentially dangerous object in the classroom. Students take turns acting out safe use of the item pictured and other students guess what it is.	Pictures from old magazines Peabody Lnaguage Development Kits PLDK #P H 39 is scissors PLDK #1 A 11 is pencil sharpener PLDK #2 T 8 is book T 28 is hammer T 53 is saw	
	Teacher reads book on safety in the classroom. Class discusses cartoon "Nit-Wits".	Safety Can Be Fun Munro, Leaf J. B. Lippincott, co.	

Department of Special Education

University of Wisconsin Oshkosh

UNIT AND/OR SUBUNIT FORMAT

PLS: No. 6 LEVEL: Primary
OBJECTIVE: Begins to Learn about Safety at School
AIM: Safety in non-classroom areas
CENTER OF INTEREST UNIT: Playground
SUBUNIT: General Behavior

Behavioral objectives	Activities	Annotated Resource Materials	Evaluation
1. The student will verbally state at least three rules for safe behavior on the playground.	Class discusses safe behavior for the playground. a. use equipment safely b. do not throw sticks, stones, or other hard objects c. use jump rope and balls safely and away from other students d. report any accidents to an adult authority e. no pushing, shoving, kicking, etc. Teacher asks students to explain why these are good rules to follow when playing on the playground.		

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	Teacher encourages idea that all students should work together to make the playground a safe place to play. Class takes a tour of the playground while other classes are out playing. Teacher encourages the students to point out incorrect and unsafe playground behavior.		
2. The student will verbally state the correct procedure for reporting an accident on the playground.	Class discusses what would constitute an accident on the playground and why an accident should be reported immediately to an adult. a. adult is in charge and has the responsibility for all the students b. the adult will check the student for injury c. well meaning students may cause further damage by moving an injured student d. adult will be able to talk with any student causing accident		

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	Class discusses proper procedure for reporting an accident. a. go immediately to the nearest adult b. simply and clearly explain what occured c. take adult to see the accident		
	Role-play: While on the playground, have one or two students feign an accident. Teacher chooses another student to demonstrate what he should do if this were a real accident.		
	Practice: Teacher orally gives examples of accidents and the students practice reporting a variety of them to the teacher.		

University of Wisconsin Oshkosh

UNIT AND/OR SUBUNIT FORMAT

PLS: .No. 6 LEVEL: Primary
OBJECTIVE: Begins to learn safety at school
AIM: Safety in non-classroom areas
CENTER OF INTEREST UNIT: Playground
SUBUNIT: Safe Use of Equipment

Behavioral objectives	Activities	Annotated Resourc Materials	Evaluation
1. The student will demonstrate his ability to use the swing safely.	While on the playground, discussion and demonstration of the safe way to use a swing. a. do not stand on the swing b. do not jump off the swing while it is moving c. do not swing too high d. hold on with both hands e. have only one person on a swing at one time Teacher chooses one student to swing while the class comments on whether safety rules for using the swing are being observed.		

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	Class discusses possible dangers which could occur if the above rules are not followed. a. there is a possibility of falling off the swing if one is standing, swinging too high, or not using both hands b. there is the possibility of injuring oneself when jumping from a moving swing c. there is the possibility of injuring someone else by accidently jumping on them		
	Whole class swings, taking turns if necessary. Teacher praises those swinging safely. Teacher temporarily removes unsafe swingers from the area and goes over the rules for safe swinging.		
	Teacher presents safety jingle and the class discusses it. "Do not jump from the swings so high Or on the ground you're apt to lie."		

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	Teacher shows a film about safety on the school playground.	"On the School Playground" Coronet Instructional Films, 65 E. South Water Street, Chicago, Illinois, 60601	
	For stimulating class discussion and review, the teacher uses a large picture of students swinging. The class revises the original list of safety rules.	Kindergarten Oral English Group A--The Economy Co. School 136	
2. The student will walk past the swings at a safe distance.	While on the playground, discussion and demonstration of possible dangers of walking or running too near the swing set. a. possibility of being kicked or knocked over by someone who is swinging b. possibility of disturbing the swinger to the point where he might lose his balance or let go and fall out of the swing		

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	Ask one student to walk past the swing set at what he feels to be a safe distance. Have the other students comment. Decide as a class what would be a safe distance and then have all students practice walking past the swings at this distance. Review frequently, especially after an accident, if one occurs.		
3. The student will demonstrate his ability to use the slide safely.	While on the playground, discussion and demonstration of the safe way to use the slide.: a. stay seated while sliding b. slide feet first c. wait until person ahead is completely off the slide before starting down		

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	d. no more than two additional students waiting on the slide steps while the student is sliding Discuss why these rules should be followed: a. It is extremely difficult to get off the slide safely if sliding in a prone position--one may land on his stomach or back. b. If not waiting sufficiently, a student may run into the preceding person using the slide.		

UNIT AND/OR SUBUNIT Second Page

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	c. Toommany people on the steps may cause someone to fall off. d. It is easy to slip and fall if walking up the slide.		
	Teacher chooses a student to demonstrate the safe use of the slide. The class comments and criticizes if necessary.		
	The whole class uses the slide, taking turns. Teacher praises those students sliding safely and according to the discussed rules.		

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	Temporarily remove students using the slide unsafely--review the rules and the reasons for them. Return the student to the slide. Repeat if necessary.		
	For stimulating class discussion and review, use a picture of someone sliding.	Picture can be out of a magazine or Peobody Language Development Kit #1 A-44--Stick figure sliding	
	Show film demonstrating safe use of slides and discussing the reasons why.	"Safe Use of Swings and Slides" Available from University of Wisconsin	
	Students revise original list of safety rules.		
4. The student will demonstrate his ability to use the teeter-totter safely.	While on the playground, discussion and demonstration of the safe way to use the teeter-totter: a. alwyas remain seated b. always hold on to the handle or to teeterboard c. face the other person on the teeter-totter d. warn the other person when you want to get off e. when getting off, be careful not to injure the other		

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	person by letting the board fly up into the air f. do not walk on the teeter board Teacher chooses two students to demonstrate the safe way to use the teeter-totter. The class comments and makes suggestions and criticisms if necessary. Class discusses possible dangers if rules for teeter-totter are not followed. a. it is easy to be thrown off the teeter if not sitting properly or holding on b. the other person may be thrown off if you suddenly get off and let your end fly up into the air c. teeters are not meant to be used as balance beams, you can easily be thrown off when the teeter shifts		

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	The whole class uses the teeter-totters, taking turns if necessary. Praise those students using the equipment safely. Temporarily remove those students using the teeter unsafely--review the rules and reasons for safe behavior on the teeter. Return the student to the teeter. Repeat if necessary.		
	Revise original list of safety rules.		
5. The student will demonstrate his ability to use the jungle gym safely.	While on the playground, class discusses and sees demonstration of the safe way to use the jungle gym. a. no pushing b. climb slowly and carefully c. do not jump off high bars d. do not shake jungle gym e. no more than ____ students on the jungle gym at one time. (Fill in with appropriate number).		

UNIT AND/OR SUBUNIT Second Page

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	The teacher chooses students to demonstrate the safe way to use the jungle gym. The class watches and comments. Class discusses possible dangers if rules for the jungle gym are not followed: a. It is easy for someone to lose their balance. b. Jumping from the jungle gym can cause injury to yourself or to someone who might be in the way. c. Shaking the jungle gym can cause someone to lose their balance and fall.		

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	The whole class uses the jungle gym, taking turns, if necessary. Students using the jungle gym safely should be praised. Students using the jungle gym unsafely should be removed from the equipment. Review the rules and reasons for safe behavior with these students. Then have them return to the jungle gym.		
6. Given posters illustrating unsafe use of the playground equipment, the student will verbally state the playground rule being violated in each poster.	The teacher presents "What's Wrong Here?" posters. These posters are teacher prepared and illustrate incorrect use of playground equipment. Students are instructed to point out each violation of a safety playground rule by stating which rule is not being followed. Encourage students to describe what should be happening in the picture.		

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
7. Given pictures of playground equipment, and a sentence relating to playground safety rules, the student will correctly point to the picture of the corresponding piece of playground equipment.	Playground safety--Auditory association games: Using pictures from Peobody Kit #P. Set pictures on chalk ledge. Teacher makes up and verbally presents sentences involving rules for a specific piece of playground equipment. (Ex--Jane holds on to the chains with both hands). Teacher chooses a student to go to the chalk ledge and point to the appropriate pictures.	Peobody Language and Development Kit #P T-16 Jungle gym T-23 Teeter-totter T-28 Slide T-29 Swing set	
8. Given snapshots of students using the playground equipment, the student will correctly separate pictures illustrating safe use of the equipment from pictures illustrating unsafe use of the equipment.	Using polaroid camera, the teacher takes pictures of students playing on playground equipment over a period of several days. Class identifies which pictures illustrate safe use of playground equipment and which illustrate unsafe use of the equipment. Have students separate the pictures into two groups. Use pictures for safety bulletin board. Board could have two distinct sections--one on the proper and safe use of equipment, one on unsafe use of equipment. Use the snapshots to illustrate both.	Polaroid camera and film.	

Department of Special Education

University of Wisconsin Oshkosh

UNIT AND/OR SUBUNIT FORMAT

PLS: No. 6 LEVEL: Primary
OBJECTIVE: Begins to learn about safety at school
AIM: Safety in non-classroom areas
CENTER OF INTEREST UNIT: School patrol
SUBUNIT:

Behavioral objectives	Activities	Annotated Resourc Materials	Evaluation
1. The student will be able to follow safety directions given by a school patrol.	Teacher explains what the school patrol is. Teacher explains the duties of the school safety patrol: a. hold arms extended to prevent students from crossing streets when it is unsafe b. watch for a safe gap in the traffic c. allow students to cross when safe gap in traffic appears		

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	Class discusses why we should obey the school patrol. a. their job is to protect our safety on the streets b. they are trained to know when there is enough time to cross	13	
	Invite school patrol member to the classroom to discuss safety rules for crossing the street with a school patrol. Go to the corner with the school patrol and have him demonstrate what he does on his job and how the students should obey him.		
	Class practices crossing the street with the school patrol several times.		
	Role Play: Different students act as school patrol helping others to cross an imaginary or real street.		

Department of Special Education

University of Wisconsin Oshkosh

UNIT AND/OR SUBUNIT FORMAT

PLS: No. 6 LEVEL: Primary

OBJECTIVE: Begin to learn safety at school

AIM: Safety in non-classroom areas

CENTER OF INTEREST UNIT: School bus

SUBUNIT: Identifying school bus number and driver

Behavioral objectives	Activities	Annotated Resource Materials	Evaluation
1. The student will orally state the importance of being able to recognize his school bus number and driver.	Teacher led discussion on the school bus numbers and bus drivers. Teacher gives students a flash card with their number on it. Also presents pictures of different drivers. Teacher dismisses class early in order to introduce students to their drivers. The student is given the chance to associate his flash card with the number on the bus.		

UNIT AND/OR SUBUNIT Second Page

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
2. The teacher will present posters with the school bus numbers and pictures of drivers on them; students will line up correctly behind their number and driver.	The class participates in a game using the number flash cards and pictures of the drivers.		
3. Given a line of school buses the student will correctly identify his bus and bus driver.	Teacher escorts students to line of buses; students must correctly go to their own bus.		

Department of Special Education

University of Wisconsin Oshkosh

UNIT AND/OR SUBUNIT FORMAT

PLS: No. 6
OBJECTIVE: Begin to learn safety at school LEVEL: Primary
AIM: Safety in non-classroom areas
CENTER OF INTEREST UNIT: School bus
SUBUNIT: Safety on the school bus

Behavioral objectives	Activities	Annotated Resource Materials	Evaluation
1. The student will get on and off the school bus safely.	Bus driver brings the school bus to the school area. The bus driver discusses with the students the safe procedure for getting on and off the bus. a. step, do not jump onto and off the bus b. find a seat quickly c. no pushing or crowding d. use the handrail Students practice entering and leaving school bus safely.		

UNIT AND/OR SUBUNIT Second Page

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	Class discusses reasons for following these rules: a. It is easy to trip or fall when going up or down the steps		
2. Given the opportunity the student will ride the school bus safely, following school bus rules of conduct.	Class discusses safety rules for riding the school bus. a. stay seated b. keep aisles clear c. stay quiet--especially near RR crossings d. do not throw things out the window e. do not put head or arms out the window f. cross the street in front of the driver g. do not distract the driver		

UNIT AND/OR SUBUNIT Second Page

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	Teacher explains why these rules will lead to safety on the school bus. a. If you are standing you could be seriously injured if the bus stops quickly. b. Noise will distract the bus driver. c. Clear aisles will aid evacuation, if necessary. d. Things thrown out the window can injure pedestrians and scare car drivers. e. Driver has to concentrate on driving. f. Cars stop upon seeing bus and expect students to cross in front.		

UNIT AND/OR SUBUNIT Second Page

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	Class discusses further why students should not speak to school bus drivers. a. The driver must stop and start the bus many times. b. The driver must be ready to obey traffic signs and lights. c. The driver must watch all other cars. d. The driver must always keep his mind on his driving.		
	Demonstrate possible dangers if bus has to stop quickly. Place doll or small student in wagon. Pull wagon fast and then stop short. Point out how the doll (student) falls forward.		

UNIT AND/OR SUBUNIT Second Page

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	Role Play: class plays "school bus" using chairs placed in rows. Have one student act as driver. Driver should occasionally remind students of school bus safety rules.		
	Show film: "Safety on the School Bus" or "Let's Stop and Go Safely"	"Safety on the School Bus" "Let's Stop and Go Safely" Porta Films, Color, Sound 18mm, $2.50. Available through UW Educational Motion Pictures.	
	Books: Andy and the School Bus, Jerrold Beim, (to be read to class) The Bingity-Bangity School Bus, Fleur Conkling, Wonder Books, New York		
	Songs: "The Buses" Experiences in Music for First Grade Children, New Music Horizons, Silver Burdette Co.		

UNIT AND/OR SUBUNIT Second Page

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	"The Bus" Singing on Our Way Ginn and Co. "School Bus Song" Children's Activities September 1956 "In a Bus We Come" Our Singing World "Who Will Ride The Bus" Kindergarten Book, Ginn and Co.		
	Class composes jingles about safety on the school bus.		
	Field trip: class plan a field trip requiring traveling on the bus. Before the trip the class makes up a chart of rules to be followed for school bus safety. Read list of rules before trip. After the trip, class uses the list to evaluate school bus behavior.	National Safety Council 425 N. Michican Avenue Chicago, Illinois 60611	

UNIT AND/OR SUBUNIT Second Page

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	Pass out and discuss the brochure "We Ride the School Bus".	"We Ride the School Bus' School Transportation Services Wisconsin Department of Public Instruction, 126 Langdon, Madison Wisconsin, 53702	

Department of Special Education

University of Wisconsin Oshkosh

UNIT AND/OR SUBUNIT FORMAT

PLS: No. 6 LEVEL: Primary
OBJECTIVE: Begins to learn about safety in recreation
AIM: Avoid dangerous objects
CENTER OF INTEREST UNIT: Recognizing dangerous objects
SUBUNIT: Plastic bags

Behavioral objectives	Activities	Annotated Resource Materials	Evaluation
1. Shown a plastic cleaners bag and a brown paper bag and asked which is dangerous, the student will point out the plastic bag and tell one danger connected with it.	Teacher reads from book and shows class picture connected with reading material. Class discusses dangers of putting plastic bag over head including: a. the bag cutting off air b. the bag being inhaled toward face so the person can't **breathe.** o. how fast the bag cuts off breath d. suffocation Class discusses accidents they know of concerning plastic bags being put over a head.	Leaf, Munro, Safety Can Be Fun, J.B. Lippincott Co. Phil, NY, 1961, page 18.	

UNIT AND/OR SUBUNIT Second Page

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	Teacher takes a plastic bag to school, and if the school has a vacuum cleaner, places vacuum hose in the bag. Tell the children their breath would be taken away almost as fast as the bag is sucked into the vacuum.		
	Teacher led discussion about the proper way to dispose of plastic bags.		

Department of Special Education

University of Wisconsin Oshkosh

UNIT AND/OR SUBUNIT FORMAT

PLS: No. 6 LEVEL: Primary
OBJECTIVE: Begin to learn about safety in recreation
AIM: Avoiding dangerous objects
CENTER OF INTEREST UNIT: Recognizing dangerous objects
SUBUNIT:

Behavioral objectives	Activities	Annotated Resource Materials	Evaluation
1. The student will state one reason why he should not touch a fallen wire.	Teacher tells class why they shouldn't touch a fallen wire a. electrocuted b. cut c. burned d. could get tangled up in it Class discusses if they have ever seen a fallen wire and what actions they took. Class constructs a bulletin board showing the injuries involved with fallen wires.		

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	Teacher reads poem to class: "One day on a walk yound McGuire Grabbed hold of a long hanging wire. He got such a shook That he fell like a rock and dreamed he was strumming a lyre.	Poem found in book: Fisher, Aileen, Health and Safety Plays and Programs, Boston: Plays Inc., 1953, page 207.	
2. The student will tell in his own words the actions he would take if he saw someone in danger by a fallen wire.	Teacher tells class to call an adult.		
3. Given a piece of paper and a pencil the student will draw a situation where a wire could endanger someone.	Teacher and class discuss dangerous wires. Class discusses whether they have ever been hurt by a wire and where that wire was.		

UNIT AND/OR SUBUNIT Second Page

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	Teacher explains to children if they ever see a wire down to call an adult, policeman, or fireman.		

Department of Special Education

University of Wisconsin Oshkosh

UNIT AND/OR SUBUNIT FORMAT

LEVEL: Primary

PLS: No6

OBJECTIVE: Begin to learn about safety in recreation

AIM: Avoiding dangerous objects

CENTER OF INTEREST UNIT: Recognizing dangerous objects

SUBUNIT:

Behavioral objectives	Activities	Annotated Resource Materials	Evaluation
1. The student will orally tell the class one reason why he should avoid a hole in the ground.	Teacher tells class why they should stay away from a hole. a. often secluded and if you ever fell in someone may never find you b. holes trapping people c. holes cave in d. unseen holes being tripped in e. holes can cause falls		
	Class discusses where they could find a hole in the ground.		
	Teacher shows class pictures of holes.	Pictures from old magazines, newspapers, etc.	

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
2. The student will tell at least two injuries that could occur if he fell in a hole.	Teacher tells class injuries that can occur by falling in a hole. a. cuts b. bruises c. broken bones d. lumps on head e. knocked unconscious f. sprains Class discusses whether they have ever had one of these injuries. Have students draw a picture of a person who has fallen in a hole and the injury he has received.		
3. The student will tell what he would do if he saw someone in danger around a hole.	Teacher tells students the actions they should take if they ever see someone by a hole. a. call an adult b. try to persuade the child to leave the area		

UNIT AND/OR SUBUNIT Second Page

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	Teacher tells students what they should do if they see someone in a hole. a. call an adult b. see if the person is hurt or not so you can get the proper help		
	Class discusses what they would do in each situation; then children role play, pretending to discourage someone, and also rescuing someone.		

Department of Special Education

University of Wisconsin Oshkosh

UNIT AND/OR SUBUNIT FORMAT

PLS: No. 6 LEVEL: Primary
OBJECTIVE: Begins to learn about safety in recreation
AIM: Avoid dangerous objects
CENTER OF INTEREST UNIT: Learning to recognize dangerous objects
SUBUNIT: Rusty metal or broken glass

Behavioral objectives	Activities	Annotated Resource Materials	Evaluation
1. The student can state orally at least two injuries that can result from rusty metal and broken glass.	Class discusses injuries that can result from rusty, metal or broken glass Examples: cuts, scrapes, splinters		
2. The student will orally state the steps to take if cut by a piece of rusty metal or broken glass.	Teacher and class discuss how to treat such wounds as splinters and cuts. a. Wash cut thoroughly b. Apply first-aid cream c. Cover with bandage		

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
3. Shown a piece of broken glass the student will orally state one reason why it is dangerous.	Teacher and class discuss why broken glass is dangerous including: a. Sharp edges that can easily cut b. Small pieces that can cut and get in your skin Teacher takes a piece of broken glass and cuts a piece of cardbaord with it. Discuss with children that they also can get cut.		

Department of Special Education

University of Wisconsin Oshkosh

UNIT AND/OR SUBUNIT FORMAT

PLS: No. 6 LEVEL: Primary
OBJECTIVE: Begins to learn about safety in recreation
AIM: Avoid dangerous objects
CENTER OF INTEREST UNIT: Learning to recognize dangerous objects
SUBUNIT: Playground equipment

Behavioral objectives	Activities	Annotated Resource Materials	Evaluation
1. Taken out on the playground the student will orally state one danger that each piece of playground equipment could present.	Class discusses accidents that could occur or accidents they have seen happen and how they might have been prevented.		
	Teacher presents film, "Playground Safety".	"Playground Safety", Fox Valley SEIMC	
	Teacher and class discuss dangers listed in pamphlet "Education For Survival"	"Education For Survival" Fox Valley SEIMC or Employers Insurance of Wausau--safety and health series, Wausau, Wis. 54401	
2. The student will orally explain the correct use of playground equipment.	Class discusses correct use of playground equipment.		

UNIT AND/OR SUBUNIT Second Page

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	Teacher or physical education teacher demonstrates the correct use of the equipment.		
	Teacher shows film showing correct use of playground equipment. "Primary Safety: On the School Playground".	"Primary Safety: On the school Playground". Coronet Instructional Films, 65 E. South Water Street Chicago Illinois 60607	
3. Taken out on the playground, the student will be able to recognize and discard unsafe objects other than the playground equipment.	Class discusses unsafe objects that may be found in a playground. Example: tin cans, broken glass, nails, rocks, waste paper, rubbish.		
	Teacher reads story about playground safety fron the book, Let's Find Out About Safety".	Let's Find Out About Safety Martha and Charles Shapl 1964, Available at Oshkosh Public Library.	
	Class goes out on the playground and looks for any unsafe objects and discards them.		

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
4. The student will orally state what he would do if he saw a child standing too close to a moving swing.	Class discusses what they would do if they saw someone standing too close to a moving swing. Teacher takes class out by the swing--places cardboard box behind or in front of the swing, and swing swings into it.		

Department of Special Education

University of Wisconsin Oshkosh

UNIT AND/OR SUBUNIT FORMAT

PLS: No. 6 LEVEL: Primary
OBJECTIVE: Begin to learn about safety in recreation
AIM: Avoiding dangerous objects
CENTER OF INTEREST UNIT: Recognizing dangerous objects
SUBUNIT: Refrigerators and old trunks

Behavioral objectives	Activities	Annotated Resource Materials	Evaluation
1. The child will state orally two dangers connected with entering old refrigerators and trunks.	Teacher takes class to school's refrigerator to observe and discuss its dangers.		
	Bring an old trunk to class and have one child get in. Class discusses dangers.		
	Class discusses resource sheet #7 on safety.	Resource sheet #7 by Alma Gilleo and Betty Thorn--Safety, available at Fox Valley EMC.	
	Class discusses dangers connected with entering old refrigerators or trunks. a. suffocation b. getting locked in c. starving		

UNIT AND/OR SUBUNIT Second Page

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	Class discusses safety poster.	Safety posters "Be a Hazard Hunter" from American Red Cross	
2. The child will orally state the procedure he would follow if he found an old refrigerator or trunk in the neighborhood.	Class discusses what to do if refregerator or trunk is left in neighborhood. a. tell an adult b. if no one is in it, shut the door and then call an adult.		
	Have children role play: get a large cardboard box, have the children paint it white and mark handles etc. on it. Have children act out what they would do if they were walking along and saw it in the neighborhood. Other students could be adults, children, etc. in the neighborhood.		

UNIT AND/OR SUBUNIT Second Page

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	Students discuss whether they have ever seen an old refrigerator just sitting around.		
3. The student will orally state the procedure he would follow if he heard another child in a refrigerator or trunk.	Class discusses a. calling an adult b. opening a trunk or refrigerator and letting the child out if possible Role playing: have children paint a large cardbaord box white and mark the handles on it for a refrigerator. Then have a child get in it and another child try to get him out or call an adult. Have the children do the same only make an old trunk.		

UNIT AND/OR SUBUNIT Second Page

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	Class discusses whether the children have ever heard of anyone being locked in an old refrigerator or trunk.		
4. The child will state orally what he would do if he saw another child climbing into an old refrigerator or trunk.	Class discusses a. telling child to stay out of the trunk or refrigerator b. telling child what might happen 1. suffocation 2. be locked in 3. starve c. call an adult Role play: one child crawls into trunk and another tells what he would say.		

UNIT AND/OR SUBUNIT Second Page

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	Teacher shows poem picture from Safety Can Be Fun, and reads the explanation. Class discusses.	Leaf, Munro, Safety Can Be Fun, Philadelphia, J.B. Lippincott Co.	

Department of Special Education

University of Wisconsin Oshkosh

UNIT AND/OR SUBUNIT FORMAT

PLS: No. 6 LEVEL: Primary
OBJECTIVE: Begin to learn about safety in recreation
AIM: Avoiding dangerous actions
CENTER OF INTEREST UNIT: Throwing objects ap people particularly stones and metal
SUBUNIT:

Behavioral objectives	Activities	Annotated Resource Materials	Evaluation
1. Shown a ball, a frizbee, and a stone, the student will point to the object that is unsafe to throw and give one reason why.	Class discusses what objects are unsafe to throw. a. bottles b. stones c. metal d. broken glass e. sticks f. nails Class discusses why these objects are unsafe to throw a. hits person in eye, putting eye out b. hits person in head c. cuts the person d. knocks a person down e. metal and glass could get into skin		

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	Teacher takes a paper bag; blows it up and throws a stone, metal, or piece of galss at the paper bag. Tell students the damage to the bag is similar to the injury a person gets if hit by an object.		
2. The student will be able to identify a stone, and a piece of metal and give one reason why each is dangerous when thrown.	Teacher brings in to classroom a stone and a piece of metal and has the students tell which is which and why each is dangerous, including: Stones: a. they are hard b. stones are small and can go in eyes and maybe even put eyes out c. they can hit and bruise a person		

UNIT AND/OR SUBUNIT Second Page

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	Metal: a. sharp edges that can cut easily b. it could bruise a person		

Department of Special Education

University of Wisconsin Oshkosh

UNIT AND/OR SUBUNIT FORMAT

PLS: No. 6 LEVEL: Primary
OBJECTIVE: Begin to learn about safety in recreation
AIM: Avoiding dangerous actions
CENTER OF INTEREST UNIT: Recognizing dangerous objects
SUBUNIT: Use and misuse of balls

Behavioral objectives	Activities	Annotated Resource Materials	Evaluation
1. The student will orally state two safety rules to remember when playing ball.	Class discusses what to remember when throwing a ball. a. don't throw at anyone who isn't looking b. don't throw at windows c. don't throw to hurt someone d. throw away from streets and buildings Teacher takes class outside on playground and watches another class playing a ball game. Teacher shows class how to throw ball correctly--possibly rolls ball too.		

UNIT AND/OR SUBUNIT Second Page

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	Each child tries throwing balls (either in gym or outside). Teacher suggests other ways to play ball: a. bounce b. games-- baseball basketball football c. catch Students tell experiences they have had with playing with balls. Class forms a circle and passes the ball from one person to the other. Class plays dodge ball.		

UNIT AND/OR SUBUNIT Second Page

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
2. The students will orally state reason why a person could get hurt when hit by a ball.	Teacher led discussion about the dangers of balls. Teacher shows class different balls. Pass balls around to determine hardness and softness of ball--discuss which ones would hurt more if hit by it.		
3. The student will state orally at least one injury that could occur to a person hit by a ball.	Teacher tells class the injuries possible to get by a ball: a. bruise b. cut c. lump d. knocked out e. could knock eye out Teacher tells class what a bruise, lump, cut, etc. is.		

UNIT AND/OR SUBUNIT Second Page

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	Class makes a list of injuries with the help of the teacher and then makes a bulletin board.		
	Class cuts pictures from old magazines of people showing the injuries--makes a bulletin board.	Old magazines, newspapers	
4. Given a ball the student will demonstrate the safe way to throw it.	Teacher (or gym teacher) shows class how to throw the ball safely. a. how to throw overhand and underhand b. to throw the ball in a straight line (know what direction you're throwing it)		

UNIT AND/OR SUBUNIT Second Page

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	c. know how fast the ball is going when you throw it d. know to whom you are throwing it, making sure he is catching it. Set up a target--have each student throw to see if they can hit what they are aiming at.		

Department of Special Education

University of Wisconsin Oshkosh

UNIT AND/OR SUBUNIT FORMAT

PLS: No. 6 LEVEL: Primary
OBJECTIVE: Begins to learn about safety in recreation
AIM: Avoiding dangerous actions
CENTER OF INTEREST UNIT: Playing near cliffs, quarries, and trenches
SUBUNIT:

Behavioral objectives	Activities	Annotated Resource Materials	Evaluation
1. The student will orally state the dangers of playing near cliffs, quarries, and trenches.	The teacher will explain the dangers of playing near cliffs, quarries, and trenches.		
	Teacher reads segment on climbing and unauthorized areas from book Safety.	Safety, Merit badge series, Boy Scouts of America, New Brunswick, New Jersey, Copyright 1958, available Oshkosh Public Library.	
	Teacher shows class pictures of cliffs, quarries, and trenches and class discusses possible accidents that could occur.	Pictures may be found in National Geographic Encyclopedia; teacher made pictures may also be used.	
2. The student will orally state the dangers water could present in a quarry or trench.	Class discusses dangers water could present Example: falling and drowning, drop offs, unseen objects of danger under water.		

85

UNIT AND/OR SUBUNIT Second Page

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	Class discusses places where these conditions are present within their area.		
3. Given four expamples of different warning signs in the area concerning dangers of cliffs, quarries, and trenches, the student will be able to orally state what the sign says.	Teacher has signs most common in the area and tells students what they say and class discusses why they would be located in a given place.	Signs available from Local Construction Companies or City (highway) department.	
	Game: teacher describes a certain area for example, a quarry containing water and the students must guess what signs would most likely or should be located there.		
	Class discusses what might happen if they disregard signs.		

UNIT AND/OR SUBUNIT Second Page

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	Teacher gives students worksheets of six to eight different situations in which children are playing. Included are half safe and proper places to play; for example, playground, yard, and park. Half are unsafe places; for example, steep cliffs, trench, water filled quarry. Students must put an X across unsafe places.		

Department of Special Education

University of Wisconsin Oshkosh

UNIT AND/OR SUBUNIT FORMAT

PLS: No. 6 Learning to live safely LEVEL: Primary
OBJECTIVE: Safety on streets and highways
AIM: Street and highway signs and signals
CENTER OF INTEREST UNIT: The meaning of street signs
SUBUNIT:

Behavioral objectives	Activities	Annotated Resourc Materials	Evaluation
1. Given a standard traffic light, the student will orally state the meaning of each color shown.	Teacher will show a transparency of the traffic light and lead a discussion about it. Children will play a game to identify colors. Ask children to close their eyes and open them as the teacher holds up a paper circle (red, green, yellow) See who can identify it. Good for detecting color-blindness or ignorance.	Safety signs of our Street Transparencies, 1966 Fox Valley SEIMC	
2. Given a standard traffic light the student will demonstrate his understanding of the three signals by appropriate actions when a model is used.	Teacher reads The Sign Book or Red Light Green Light.	The Sign Book, Wm Dugon Golden Press, Oshkosh Public Library Red Light, Green Light A Double Day Reinforced Library Edition, Golden MacDonald	

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	Teacher leads discussion of the order of colors.		
	Each student will construct their own traffic light.		
	Using masking tape, construct an intersection of the floor. The children will divide into groups (pedestrians, cars, bikes) and act out their understanding of the three signal lights.	Playschool Wooden Traffic Signs, Fox Valley SEIMC	
	Teacher will construct a replica of a traffic light. Cut holes for lights and cover with red, green, and yellow collophane. Hold a flashlight behind each one. Each child will demonstrate his understanding by their actions.		
3. Given a series of traffic signs, the student will point to the one shaped like a stop sign.	Teacher leads discussion about the stop sign and it's purpose.	Useful Signs to See and Read, Milton Bradly, Fox Valley SEIMC	
	Each child will construct a stop sign.		

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	The children will set up a four way stop using the signs they constructed. Play a game, with some children holding their stop signs, and others acting as pedestrians and demonstrating the meaning of the stop sign.		
	Teacher made worksheets on various sign forms.		
4. Given a picture of a stop sign and a list of words, including "stop", the student will underline all of the words "stop".	Mimeographed worksheets for word recognition of the word stop.	Safety for Me, Book II Stanwic House, Inc. Fox Valley, SEIMC	
5. Given a worksheet, the student will underline the word "walk" whenever it appears.	Each child will take a turn demonstrating what the word "walk" means.		
	Teacher directed discussion about why the word walk is important in regards to the traffic light.		

UNIT AND/OR SUBUNIT Second Page

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	Flash card activity using the word walk.	Safety for Me, Book II, Stanwic House, Inc., pages 12-19. Fox Valley SEIMC.	
	Worksheets (teacher made or commerical) using the word walk.		
6. Given a mimeographed worksheet, the student will underline the words "don't walk" whenever they appear.	Flash card activity using don't walk.		
	Worksheets (teacher made or commerical) using the words don't walk.		
7. Given the sign "walk" and "don't walk" the student will demonstrate his understanding of the sign by walking or remaining stationary.	Teacher will review the meaning of the signs "walk" and "don't walk".		
	The children will participate in a marching activity involving their discrimination of the signs "walk" and "don't walk".		

Department of Special Education

University of Wisconsin Oshkosh

UNIT AND/OR SUBUNIT FORMAT

LEVEL: Primary

PLS: No. 6 Learning to Live Safely

OBJECTIVE: Safety of streets and highways

AIM: Safe street and highway behavior

CENTER OF INTEREST UNIT: Safety near and on the streets

SUBUNIT:

Behavioral objectives	Activities	Annotated Resourc Materials	Evaluation
1. The student will verbally state at least four rules for crossing the street. a. Walk, don't run b. Cross only at corners or crosswalks c. Obey all signs and signals d. Look both ways e. Obey the policeman or safety patrol f. Obey signals whether or not traffic is approaching. g. Never cross between parked cars. h. Do not stand too close to the curb.	Teacher leads discussion on proper way to cross the street.		
	The children will select one of the rules and draw a picture about it.		
	The class will take a walk in the neighborhood. Discuss what they saw about safety on the walk.		
	Policeman visit and talk about safety.	Policeman	
	Read the following books on safety: Let's Find Out About Safety Safety Can Be Fun	Let's Find Out About Safety Martha and Charles Shapp, Watt Safety Can Be Fun, Funro Leaf, Lippincott	

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	Play the record, "Traffic Octopus" and read the accompanying book.	"Traffic Octopus" and[3] record, Jean Foster, Fox Valley SEIMC	
	Dispaly a bulletin board on safety.	Traffic Safety Bulletin Board Aids, Dennison Manufacturing Department 180.	
	Learn and sing the song, "Be Careful Crossing the Street"	American Singer Book I, page 25.	
2. Given the safety rules for crossing the street the student will demonstrate the proper way of crossing the street.	Children will build an intersection with blocks, play a game on crossing the streets. Divide children into two groups. Teacher operates signals. Children walk single file across the intersection of green, being careful to stay within the "crosswalk" lines. When the light changes to yellow those already in the crosswalk may continue to cross. If a child steps over the "curb" he is out. On red all must stop. The one with the most players left wins.		

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	View the filmstrip, Safety on the Streets and on Vehicles.	Safety on the Streets and on Vehicles, Fox Valley SEIMC	
	Each child will bring in a picture of people crossing the street. Teacher and pupil discussion follows about the pictures.		
	Children will learn a poem, "Stop, Look, and Listen". Before you cross the street, use your eyes, next your ears, and then use your feet.	Poem from instructor, February 1970	
3. The student will draw a picture demonstrating one of the following rules: a. Never walk on street or highway unless there is not a sidewalk b. Beware of cars backing out of driveways c. Don't run into the street d. Never play near or in the street	Teacher will lead a discussion on the rules		
	Using a flannel board the children will make up a story illustrating the rules.	Safety on Streets and Sidewalks, Instructor, No. 133, Flannel Board Kit	
	Each child will bring in pictures showing what can happen when rules are not followed		

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	Children will listen to the record, "The Automobile Has Two Big Eyes", ask the children to raise their hand everytime they hear the horn.	Record--Manners Can Be[3] Fun and Songs of Safety, including the Automobile Has Two Big Eyes. Fox Valley SEIMC	
4. Given a list of rules for passengers, the student will orally state three out of the following list: a. always remain seated when car or bus is in motion b. fasten your seat belt c. always keep hands, feet and head inside the car or bus d. never disturb the driver	Teacher leads discussion about the rules for proper passenger conduct.	Transportation Book for Drivers--Wisconsin Dept. of Public Instruction, SEIMC (Fox Valley)	
	Teacher will discuss the value of wearing seat belts. Children will participate in a demonstration of how the seat belt works. Using a wagon and doll demonstrate the results of an abrupt stop using and not using the seat belt.		
	Ask a bus driver to visit the class and discuss what he thinks is most important about bus safety. If possible have the bus too, for the children to sit in and tour.	School Bus Driver	

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
5. Given a situation where the student acts as a passenger, the student will demonstrate the proper behavior for riding in a car.	Teacher presents (drawn, constructed) the equipment (gas peddle, steering wheel, gearshift, brake, etc.) in a car and leads discussion on the importance of not touching them. Each child will construct a seat belt for his chair and the class will take a pretend trip.	Contact local Insurance for information and materials. AAA	
	Teacher reads the Truck and Bus Book.	Truck and Bus Book, William Dugan, Western Publishing Co.	
6. After discussing the danger of strangers, the student will state the proper actions to be taken when approached by a stranger. a. Never take a ride b. Never accept gifts c. Inform an adult immediately	Teacher will lead a discussion about what to do when approached by a stranger. Teacher shows pictures illustrating the rules to reinforce the proper actions.		

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	Teacher leads discussion to indicate that it is not a good practice to accept gifts or rides with strangers because a. you might get hurt b. your mother might worry		
	Children will learn a poem: Come to the store with me! "No, thank you", I can say. I must ask my mother If I may go today.	Safety Theme Teaching Picture, No, Thank You, Fox Valley SEIMC.	
	Teacher will read the story, Never Talk to Strangers.	Never Talk to Strangers Irma Joyce, Western Publishing Company.	
	Children will role play situations in which they were approached by a stranger and practice the rules they have learned.		

Department of Special Education

University of Wisconsin Oshkosh

UNIT AND/OR SUBUNIT FORMAT

LEVEL: Intermediate

PLS: No. 6
OBJECTIVE: Develops knowledge of safety at home
AIM: Prevention of accidents
CENTER OF INTEREST UNIT: Dangerous objects
SUBUNIT: Sharp objects

Behavioral objectives	Activities	Annotated Resourc Materials	Evaluation
1. Given an assortment of objects, the student will select pointed objects as possible causes of accident and injury.	Teacher shows class a sharpened pencil, sharp knife, pointed scissors, and a large nail driven through a board. Teacher guides class discussion on how such objects cause injuries and the kinds of accidents involved. Teacher writes on chalkboard, "Pointed objects may cause accidents" and asks class to list as many of them as they can, and tell how they might cause injuries.	Assortment of objects including the items listed: sharpened pencil sharp knives pointed scissors large nail driven through a board	

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	Students copy the list of pointed objects in their notebooks under the heading shown on chalkboard.		
2. Students will demonstrate and explain the following rules for handling pointed objects safely:	Teacher demonstrates the proper way to carry a pointed object. Teacher guides class discussion along the following lines:		
a. Never run while carrying a pointed object b. Carry a pointed object with the point down	Why carry pointed objects in this way? What could happen if we did not? Why is it dangerous to run with a pointed object? What causes the accident, the object or the person carrying it?		
c. Flatten or remove nails sticking out of boards d. Hand a pointed object to another person with the point toward yourself	Teacher shows class the board with nails driven through it, and asks why it is dangerous. Teacher demonstrates how to flatten or remove the nails.		

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	Teacher may select one or more students to try to flatten or remove nails from the board, suggesting that if we can't do this alone, it is best to have an adult do it.	13	
	Students tell of experiences they have had with similar objects and how accidents involving them may be prevented.		
	Teacher demonstrates how to hand a pointed object to another person, handing it to a student and asking him to hand it back correctly.		
	Student "teams" demonstrate correct handling of pointed objects.		
	Teacher guides class in formulating rules for handling pointed objects safely and writes them on the chalkboard.		
	Students copy the rules into their notebooks.		

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	Teacher reinforces learning by praising proper handling of pointed objects in the classroom, kitchen, and shop.		
	Students create posters illustrating the rules, using a variety of approaches and media, and arrange them in a display complete with a suitable title.		
3. The student will demonstrate the proper use of a kitchen knife for the following purposes: a. slicing bread b. cleaning and cutting fresh vegetables c. cutting fresh fruit into sections	Teacher demonstrates and explains the proper selection and use of kitchen knives, explaining that selecting the proper knife helps to prevent accidents.	An assortment of kitchen knives, including a bread knife, and paring knives of various sizes.	
	Teacher demonstrates the proper knife and technique used in slicing bread and cleaning and cutting raw vegetables or fruits.		
	Teacher supervises the actual preparation of simple snacks, including sandwiches, raw vegetables and fruit, guiding the students in the correct use of the proper knives.		

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	Students and teacher discuss accident prevention by using and caring for knives properly. Teacher demonstrates and explains the proper care and storage of kitchen knives, to protect family members.	13	

Department of Special Education

University of Wisconsin Oshkosh

UNIT AND/OR SUBUNIT FORMAT

LEVEL: Intermediate

PLS: No. 6
OBJECTIVE: Develops knowledge of safety at home
AIM: Prevention of accidents
CENTER OF INTEREST UNIT: Dangerous objects
SUBUNIT: Poisonous materials

Behavioral objectives	Activities	Annotated Resourc Materials	Evaluation
1. The student will explain the meaning of each of the following words, and the appropriate action to take when they are found on products found in the home. a. Poison b. Caution c. Danger d. Warning e. Flamable f. Harmful	Teacher brings to class empty containers from household products and points out the words of warning on the labels. Teacher guides class discussion along the following lines: Where are such products found and for what are they used? (Emphasize that they are products which help us in our work around the house). What do the warning words tell us to do? What might happen if the products are used carelessly or left where small children might handle or taste them?	Empty containers from a variety of household products which contain the "Words of Warning"	

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	Teacher writes the warning words on the chalkboard and asks the students to complete their worksheets using the words listed. Sample Worksheet: WORDS OF WARNING 1. F_ _ _ _ _ _ _ _ tells us that something may burn very easily and quickly. Keep these things away from fire or heat. 2. C_ _ _ _ _ _ tells us to be careful with whatever is inside. 3. H_ _ _ _ _ _ tells us that what is inside may hurt us. 4. D_ _ _ _ _ _ tells us that what is inside may be dangerous if not used properly. 5. P_ _ _ _ _ _ says that something inside may hurt us or make us very sick. 6. W_ _ _ _ _ _ says "Be Careful, something inside must be handled very carefully."	Teacher prepared worksheet 3	

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	Teacher asks students to point out products in the kitchen and shop areas with warning words on the labels.		
	Teacher leads class discussion on the safe storage of such products emphasizing that these words are reminders to handle products with special care. Watch for them!		
	Teacher and students decide on safe storage areas for products used in the shop and kitchen areas, and check regularly to make sure that they are stored properly.		
2. The student will identify prescription medicine containers when displayed with an assortment of containers of similar size and shape.	Teacher brings to class an assortment of empty containers from prescription medicine (bearing actual labels from a local drug store if possible.)	Assortment of containers from prescription medicines. Assortment of other containers of similar size and shape.	
	Teacher shows containers to the class and points out similarities in shape, color, label etc. and draws attention to the special label.		

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	Teacher projects a properly filled out label from a local drug store on the opaque projector. Students take turns pointing out the following identifying characteristics: Name and address of drug store Prescription number Name of doctor Name of patient Directions for taking the medicine	Prescription label which has been completely filled out. 13	
	Teacher writes the term "prescription medicine" on the chalkboard explaining that it means that the medicine has been "prescribed" or ordered by the doctor whose name appears on the label.		
	Teacher guides class discussion including the following: All containers labeled in this way contain medicine and contents should never be taken or used by children unless properly supervised. Medicine taken improperly can cause severe illness.		

Behavioral Objectives	**Activities**	**Annotated Resource Materials**	**Evaluation**
3. The student will state in his own words the following rules regarding medicine.	Teacher shows medicine containers to the class asking them to explain what the contents are used for and encouraging them to talk about their experiences with medicine.		
a. Take only medicine which is given to you by your parents or your doctor.	Teacher plays the tape about the history of medicines and reads and shows selected materials from the book.	Tape--Witchcraft to Modern Medicine, International Ed. and Training Inc.	
b. Take only medicine which has been prescribed for you, never that which has been prescribed for another person.	Teacher guides class discussion, including: Medicine helps people fight illness and pain but may be very dangerous if not used carefully and wisely.	Book--Man, Pain, and Drugs, International Ed and Training Inc. Available from Valley School Supply Co., Appleton Wis.	
	Teacher writes the rules for using medicine wisely on the chalkboard encouraging questions and discussion from the class as she does so.		
	Students copy the rules into their notebooks.		

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	Teacher and students discuss the proper storage of medicines and how it protects the family. Teacher and students prepare and play the game, "Who Knows?". Words from various areas can be used and new ones added from time to time. Words from this unit might include: flamable, poison, danger, harmful, warning, caution, medicine, and prescription "Who Knows?" Slips are prepared each one containing a word or phrase which the students should know. Students divide into two teams and line up as for a spell down. The slips are placed into a box and mixed together. Students draw slips one at a time;alternating teams read the word to the class and explain what it means. If not correct the students must sit down and the slip is returned to the box. The team with the most members standing at the end of a designated time is the winner.	13	

Department of Special Education

University of Wisconsin Oshkosh

UNIT AND/OR SUBUNIT FORMAT

PLS: No. 6 LEVEL: Intermediate
OBJECTIVE: Develops knowledge of safety at home
AIM: Prevention of accidents
CENTER OF INTEREST UNIT: Dangerous situations in the home
SUBUNIT:

Behavioral objectives	Activities	Annotated Resource Materials	Evaluation
1. The student can explain the danger in the following situations and tell what action should be taken to prevent an accident: a. clutter on stairs and floors b. worn cords on electrical appliances c. electrical appliances in the bathroom d. unsafe climbing and reaching e. sitting on or leaning out of open windows f. material spilled on floor	Teacher presents the filmstrips, encouraging student reaction and comments during the showing. Teacher leads discussion centered around the situations shown, incorporating suggestions listed in the Teachers Manual. Students tell of similar experiences--Did an accident result? How was it prevented or how could it have been prevented? Teacher guides students in writing a letter to their parents listing rules for a safer home.	"Safety in the Home" "Preventing Accidents in the Home" You and Safety series Eye Gate House Inc. Jamica, New York (complete with teachers manual) Available at Fox Valley SEIMC.	

UNIT AND/OR SUBUNIT Second Page

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	Teacher suggests that parents may want to post the rules in the kitchen or hallway as a reminder. Teacher and students prepare a large sheet of paper and hang it in a prominent place in the classroom. List daily, with magic marker, ways that the students have helped to make their homes safer. Ex: "Mary picked up toys from the stairs" "Bob put turpentine on a high shelf". Teacher points out safe ways of handling potentially dangerous situations in the classroom as they arise.		

UNIT AND/OR SUBUNIT Second Page

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
2. Student demonstrates application of good housekeeping habits in the following manner: a. Keeps floor area around desk free from books and other objects. b. Puts materials and tools from shop area in proper places after using them. c. Replaces kitchen tools and materials in the proper storage area after using them.	Teacher leads discussion centered around the following points: a. Most accidents in the home are caused by carelessness or thoughtlessness. b. Good housekeeping habits help to prevent dangerous situations. c. Good housekeeping habits must be learned and practiced regularly to promote home safety.		
	Students and teacher list on the chalkboard or chart, ways that they can help develop good housekeeping habits.		

UNIT AND/OR SUBUNIT Second Page

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	Students prepare signs of appropriate size and color, and posts them as reminders in the classroom, shop, and kitchen areas. Ex: "Keep books and other objects off the floor." "Put tools and materials away after using them". Teacher makes "medals of colored paper, felt, etc. which can be displayed on the students' desks. Medals could be awarded to the individual or group who has displayed good housekeeping habits during the week.		

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
3. The student will cite three examples of how "thinking of others" may prevent accidents.	Teacher shows filmstrip encouraging student reaction during showing. Teacher leads discussion emphasizing the following concepts: a. Be alert to possible danger and do something about it. b. Good housekeeping habits not only protect us but our friends and family as well. c. Equipment and appliances which are kept in good repair are less likely to cause accidents. d. Accidents are often caused by people who are angry or in a hurry--calm down and slow down and protect yourself and your friends and family. Students cite specific examples of how "thinking of others" has helped to prevent an accident or could help to prevent an accident.	"The Struggle for Safety" You and Safety series-- Eye Cate House Inc. Jamaica, N.Y. 11435 (complete with Teachers Manual) Available at Fox Valley SEIMC	

UNIT AND/OR SUBUNIT Second Page

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	Students make posters illustrating some of the ideas which have been suggested. Posters may be displayed with the caption, "Thinking of others helps to prevent accidents."		
4. The student will write a safety rule about each of the following situations, with the teacher assisting where needed: a. handling matches b. open flames c. flamable items d. stoves and furnaces	Teacher shows one or more selected films or filmstrips on the causes of fire and fire prevention.	"Fire Prevention at Home and School" You and Safety series, Eye Gate House, Inc. Jamica, N.Y. 11435 (complete with manual). Avalialbe at Fox Valley SEIMC. "See A Pin", Association Sterling Film, 13½ minutes, color, $3.50 service charge, LaGrange, IL 60525 "Tony Learns About Fire" 16 minutes, color, Association Sterling Film, LaGrange IL 60525	
	Teacher guides discussion encouraging reactions and comments by the students.		
	Students and teacher formulate rules for fire prevention in the home. (RE: matches, open flames, flamable items, stoves and furnaces). Teacher or student writes the rules on the chalkboard and the students copy the rules into their notebooks.		

UNIT AND/OR SUBUNIT Second Page

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	Students and teacher prepare a "Safety Bulletin" to send home to parents, including fire prevention rules.		

Department of Special Education

University of Wisconsin Oshkosh

UNIT AND/OR SUBUNIT FORMAT

LEVEL: Intermediate

PLS: No. 6

OBJECTIVE: Develops knowledge of safety at home

AIM: Accident care

CENTER OF INTEREST UNIT: Fire emergencies at home

SUBUNIT:

Behavioral objectives	Activities	Annotated Resourc Materials	Evaluction
1. The student will describe the circumstances under which he should take immediate steps to try to put out a fire, incorporating the following guidelines:	Teacher shows film, encouraging student reactions and discussion.	Penelope Changes Her Mind 20 Minutes Color Association Sterling Films, LaGrange, Illinois 60525. Available for free loan to schools from Sep. 15 to Dec. 31 Service charge $3.50 per booking	
a. Clothing on fire--roll on floor or ground or wrap in heavy blanket or rug. b. Small fire (little or no smoke) inside of a building--smother it. (may use salt, rug, etc.) c. Small fire outdoors--smother it with sand or pour on water.	Teacher leads discussion on how we use fire in and around our homes (stoves, candles, outdoor cooking, etc.) Teacher asks what might happen if clothing gets too close to open flames or hot coals. Students relate personal experiences involving fire. Teacher emphasizes the following points: a. If clothing catches fire action must be immediate		

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	NEVER LET THE VICTIM ROLL ON THE FLOOR OR ON THE GROUND or WRAP VICTIM QUICKLY IN A HEAVY BLANKET OR RUG. After you have done this notify a nearby adult. The victim may need medical attention. b. Quick action may save a life or prevent serious burns.		
	Teacher asks if students have noticed how quickly small fires may become big fires. Discuss again the "fire triangle" and how it applies to fire prevention. Explain that the principle is also used in extinguishing fires.		
	Teacher demonstrates that fire cannot burn without air by placing a quart jar over a burning candle. Repeat several times to show that when the air inside the jar is used up the flame goes out.	Candle, matches, quart jar.	

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	Teacher guides class discussion, emphasizing the following points: a. Small fires inside of a building may be extinguished by smothering them. Salt may be poured on the fire or the fire may be smothered with a rug. NEVER POUR WATER ON A GREASE FIRE. b. If there is more than a little smoke inside a room or building this may be more dangerous than the flames. Get out at once and get help! c. A small fire outdoors may be smothered by pouring on sand, dirt, or water. d. Any action must be taken quickly and if it is not effective, leave the scene at once and get help.		

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
2. The student will demonstrate the proper procedure for obtaining help in case of a fire in the home.	Teacher shows films dealing with calling the fire department and the role of the fireman in the fire safety program. Teacher stimulates class discussion about the film bringing out important points and obtaining student reaction. Teacher guides students in arriving at the following rules and writes them on the chalkboard. a. Get out of a burning building as quickly as possible. Don't stop to take anything with you, and don't telephone from the burning building. b. Notify a nearby adult if possible, (parents, neighbors, friends) c. If no adult is near go to a nearby phone and call the fire department. Tell them the location of the fire. d. If you can't find the fire department number call the operator (dial 0)	The Visiting Fireman 17 minutes Color Association Sterling Films, LaGrange Illinois 60525. Available for free loan to schools, $3.50 service charge per booking.	

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	and tell her about the fire. e. Stay a safe distance from the burning building while you wait for the firemen to come.		
	Teacher calls on individual students to read and explain one of the rules.		
	Students copy the rules into their notebooks.		
	Students divide into groups and illustrate the rules by dramatizing fire emergencies which may arise.		
	Students create a "Center of interest" display using the desk-top activity kit.	Instructo-Desk-top Activity Kit--Community Helpers at Work--$5.95. Contains over 40 stand-up illustrations plus plastic stands. Available at Fox Valley SEIMC	
	Students write a paragraph dealing with the proper way to handle a fire emergency in the home.		

Department of Special Education

University of Wisconsin Oshkosh

UNIT AND/OR SUBUNIT FORMAT

LEVEL: Intermediate

PLS: No. 6
OBJECTIVE: Begins to Learn about Safety at School
AIM: Safety in the classroom
CENTER OF INTEREST UNIT: Use of equipment
SUBUNIT:

Behavioral objectives	Activities	Annotated Resourc Materials	Evaluation
1. Given the necessary equipment the student will discriminate between dangerous and non-dangerous objects in the classroom.	Class discusses objects in the classroom that are potentially dangerous: a. scissors b. pens, pencils c. books d. pins e. chairs f. tables, desks g. toys h. stapler i. pencil sharpener j. tools Class discusses why these objects are potentially dangerous:		

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	a. Objects with sharp points can cut and wound if used improperly. b. Heavy objects can seriously bruise if thrown. c. Chairs, if tipped can fall backwards, seriously injuring the student. d. Students can lose balance and fall if standing on chair, table, or desk. e. Sharp edges on toys may injure if thrown. f. Toys left lying around could cause falls. g. Tools and staplers can smash, cut and pinch fingers if used improperly.		
	Teacher shows pictures of potentially dangerous objects and later displays them.	Peabody Language Development Kit #1 (PLDK) A#29-man sawing A#19-man hammering A#11-boy using pencil sharpener A#39-scissors PLDK #2 T#8-book T#28-hammer T#53-saw T#55-screw driver	

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
		Kindergarten/Oral 13 English Picture Cards Group A, The Economy Company, available at Fox Valley SEIMC A. Safety #135- Classroom: scissors, tools	
	Teacher prepares a worksheet with two columns of pictures, one column with the potentially dangerous objects and the other column showing proper use of these objects listed in random order. The student will match the objects of the left column by drawing a line to the proper use of the object in the right column.		
	Teacher prepares pictures on some of the potentially dangerous objects and the results of using them improperly.		
	Each student writes a story about why the objects listed are potentially dangerous.		

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	Safety riddles: Teacher makes up a riddle about some potentially dangerous objects in the classroom; students listen to the clues in the riddle and guess what object the teacher is talking about. Example: This object is often times rectangular in shape. It has many interesting things you can read in it. If thrown, it can seriously bruise you. What is it? (A book) As a follow-up activity students make up riddles of their own.		
2. Given the necessary equipment, the student will demonstrate correct usé of handling pointed objects found in the classroom such as scissors, blackboard pointers, pens and pencils.	Teacher points out that one should never run with pointed objects. Teacher demonstrates to the class how to handle these objects. a. scissors should be carried with points down or points protected b. pens and pencils should be carried with points down c. blackboard pointer should be carried in the middle with the point down		

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	Role play: students role play how to handle these potentially dangerous objects. Teacher picks student to demonstrate safe ways to pass pointed objects to another person--blunt end first. Class discusses reasons for these rules: a. Sharp ends pointed down are less likely to stab or cut someone. b. Person reaching for object might be injured if sharp end were handed to him. Teacher observes the class at playtime and reinforces proper handling of these items (by allowing them to pass out scissors, and pencils when needed). Students draw pictures of the potentially dangerous objects, accentuating the dangerous parts on them.		

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
3. Given the situation of carrying chairs the student will correctly carry chairs.	Teacher discusses with class the correct way of carrying chairs. a. carry in front of you b. carry with both hands c. carry with legs down Students orally state the rules of carrying a chair properly (as listed above). Students discuss the possibilities of injury when not carrying chairs properly. a. falling with it b. jabbing someone in front of you c. knocking someone over d. bruising someone if you throw them e. can cause damage to other classroom furniture Teacher prepares a worksheet including the correct ways to carry a chair and some incorrect ways. Students underline the correct ways to carry a chair.		

ehavioral Objectives	Activities	Annotated Resource Materials	Evaluation
Given the situation of using tables and desks the student will use tables and desks in a proper and safe manner.	Teacher discusses safe use of tables and desks. a. to be sat at b. to work at Teacher points out what they should not be used for: a. not to stand on b. not to tip over c. not to throw or push into someone d. not to push in front of things (such as doors) Students orally state what the proper and safe manner is for using tables and desks. (same as above) Students discuss the reasons for such rules: a. you can fall and hurt yourself b. you could hurt someone else if it tipped over and hit them Teacher prepares worksheet on safe and unsafe use of tables and desks. Student circles what not to do.		

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
5. Given the use of freetime materials the student will use freetime materials in a safe manner.	Students discuss the reasons for not leaving their things lying around. a. people can fall on them and hurt themselves b. the materials can be broken c. the materials can be misplaced Students prepare pictures showing the potential dangers of not picking up their things. Students find pictures in magazines showing safe freetime areas and unsafe areas. Students set up a "Safety in Our Freetime Area" chart. The chart could have daily checks for students use and misuse of the safety practices; it might also include the rules that would make the unsafe area safe.	13	

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
6. Given a freetime situation, the student will pick up materials being used and put them in their proper place.	Teacher organizes a program in which each student has the responsibility of picking up materials. Teacher reinforces the student when he picks up his things without being told, by giving him a certain amount of extra freetime. Student loses a certain amount of freetime when he does not pick up his things. Promote a group project to keep the classroom tidy. Give each student a job to do and construct a weekly progress chart where each student receives a star for fulfilling his duty.		
7. The student will be able to utilize electrical outlets in a safe and proper manner.	Teacher demonstrates the correct method of plugging electrical items into outlets. a. do not force the plug into the outlet		

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	b. do not put other things such as screwdrivers into the outlet c. hold on to the rubber part of the plug when putting it into the outlet d. do not pull out the plug by the cord Teacher asks students why they think these rules are necessary. Students orally state why these rules are necessary. a. you can get a shock b. you can short circuit the items having these plugs c. you can start a fire by improper use Students should be told not to experiment with the electrical current at home or at school, and to never handle electrical devices immediately after use (they retain heat).		

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	Teacher prepares an assimilation of an electrical outlet. Students role play proper use of this outlet.		

Department of Special Education

University of Wisconsin Oshkosh

UNIT AND/OR SUBUNIT FORMAT

PLS: No. 6 LEVEL: Intermediate
OBJECTIVE: Begins to Learn about Safety at School
AIM: Safety in the classroom
CENTER OF INTEREST UNIT: Use of equipment
SUBUNIT: Safety in subjects

Behavioral objectives	Activities	Annotated Resourc Materials	Evaluation
1. The student will demonstrate proper care of the animals in the classroom.	Teacher demonstrates the correct manner of caring for an animal. a. keep them clean b. keep them fed Students tell how they take care of their pets at home. Students take turns feeding and watering the animals each day. Students will take turns keeping the animals living quarters clean. Students will make sure that the cages of the animals are fastened securely.		

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	Teacher will make sure that the animals are cared for over the weekend and during vacation periods. Students will utilize activity centers to further develop objective a. draw pictures of animals b. draw pictures of animal homes c. write stories about animals and their homes		
2. The student will orally state three out of the four listed rules for handling animals safely in the classroom.	Teacher discusses the rules of handling animals in the classroom a. handle only when necessary b. never tease animals c. the student will not insert fingers or other objects through the cage of the animals d. the student will report any scratches or animal bites to the teacher immediately who will refer them to the school nurse.		

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	Students discuss reasons for these rules a. you can get bit b. you can get animal germs		
3. The student will demonstrate correct operation of a stove in the classroom.	Teacher demonstrates the correct manner of operating a stove. Gas: a. make sure pilot lights are lit b. make sure burners are turned off when finished c. make sure handles are turned toward the center while on the stove Electric: a. make sure burners are turned off when finished b. make sure handles are turned toward center while on stove Students orally state the rules of operating a stove.		

UNIT AND/OR SUBUNIT Second Page

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	Students discuss the reasons for having these rules: a. you could get asphyxiated b. you could get burned Role play: students practice proper use of the stove on a "play" stove first.		

Department of Special Education

University of Wisconsin Oshkosh

UNIT AND/OR SUBUNIT FORMAT

PLS: No. 6
OBJECTIVE: Develops knowledge of safety in school LEVEL: Intermediate
AIM: Safety in non-classroom areas
CENTER OF INTEREST UNIT: Playground safety
SUBUNIT: General Behavior

Behavioral objectives	Activities	Annotated Resource 'laterials	Evaluation
1. Given the opportunity to use the playground the student will orally state at least three rules for safe playground behavior: a. use equipment safely b. don't throw sticks, stones, or snowballs c. no horseplay d. report accidents to an adult e. use jump rope and balls at a safe distance away from others	Teacher shows films, "I'm No Fool Having Fun", "Safe Play on School Grounds", "Safety on the Playground". Teacher discusses rules for safe playground bahavior. Students orally state rules for safe playground behavior. Students write rules for safe playground behavior.	"[illegible]m No Fool Having Fun" Encyclopedia Brittanica Films "Safe Play on School Grounds" Eye Gate House "Safety on the Playground" available at University of Wisconsin, Oshkosh EMC.	

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	Students discuss why these rules are necessary a. you could get hurt b. someone else could get hurt		
	Students make a "What's Wrong Here?" poster illustrating playground hazards.		
	Teacher prepares worksheet using correct and incorrect rules for playground safety. Student underlines the correct rules.		
2. Given an accident on the playground, the student will follow correct first aid procedures.	Teacher reviews procedures of first aid with class: a. don't move victim b. send someone for help c. keep victim warm d. don't leave victim alone e. keep victim lying down and calm		

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	Students will again discuss why these rules are important: a. You might hurt the victim if you moved him b. it will help him to know someone is there and help is coming Students review what to do with an accident victim by role playing the situation.		

Department of Special Education

University of Wisconsin Oshkosh

UNIT AND/OR SUBUNIT FORMAT

PLS: No. 6 **LEVEL:** Intermediate

OBJECTIVE: Develops knowledge of safety in school

AIM: Safety in non-classroom areas

CENTER OF INTEREST UNIT: Playground safety

SUBUNIT: Safe use of equipment

Behavioral objectives	Activities	Annotated Resourc Materials	Evaluation
1. Given the opportunity to swing on the swing, the student will swing in a safe manner:	Teacher discusses and demonstrates the safe way to use a swing.		
a. not standing on swing b. not jumping off swing while it's moving c. not swinging too high d. holding on with both hands e. one person on the swing at a time	Students disucss why these rules are important: a. you could fall off standing and swinging or not holding on with both hands b. jumping from swing could cause injury to yourself and others.		
	Students orally state safety procedures for using the swing.		

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	Class practices the safe way to swing. Teacher reinforces correct behavior with reinforcers that work with his group.		
	Teacher shows film, "On the School Playground"	"On the School Playground" Coronet Instructional Films	
2. The student will walk past the swing at a safe distance.	Teacher and class discuss reasons for walking in front of a swing at a safe distance: a. You could be hit by moving swing and get seriously injured.		
	Students role play walking in front of a swing at a safe distance.		
3. Given the opportunity to use the slide, the student will use the slide in a safe manner? a. stay seated b. wait until person ahead is completely off slide before starting down.	The student will show pictures to stimulate discussion. Teacher discusses safety procedures for using the slide.	Peabody Lnaguage Development Kit Level #1: A-44: stick figure sliding down Magazine pictures	

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
c. slide feet first d. Only two students on slide steps while student is sliding e. don't walk up slide	Students discuss reasons for safety procedures on the slide: a. It is difficult to get off slide in prone position; may land on stomach or back b. May run into preceding person on slide c. Too many people on slide may cause someone to fall off d. Easy to slip and fall if walking on slides		
	Teacher shows film "Safe Use of Swings and Slides"	"Safe Use of Swings and Slides" Available at University of Wisconsin, Oshkosh EMC	
	Class slides on slide and is reinforced for correct procedure.		
4. Given the opportunity of using the teeter totter, the student will use the teeter totter in a safe manner: a. remain seated b. hold onto handle c. face each other	Teacher discusses correct way to use teeter totter. Students write rules for safe use of teeter totter.		

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
d. warn other person when getting off e. don't walk on teeter totter	Students discuss reasons for using teeter totter in a safe manner: a. you could get thrown off if not sitting or holding on properly b. others could get thrown off if you do not warn them when you're getting off c. You could be thrown off when teeter totter shifts if you're walking on it		
	Students utilize teeter totter in a safe manner and are reinforced for doing so.		
	Teacher shows film, "Let's Play Safe".	"Let's Play Safe" Henk Newenhouse Inc.	
5. Given the opportunity to use the jungle gym, the student will use the jungle gym in a safe manner: a. no pushing b. don't jump off high bars	Teacher discusses safe way to use jungle gym. Student writes safety rules for jungle gym.		

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
c. don't shake jungle gym c. don't dangle by legs from jungle gym d. climb slowly and carefully	Students discuss reasons for using the jungle gym in a safe manner: a. easy for someone to lose balance and fall off if not careful; or if they're pushed b. jumping from it could cause injury to self, or others who might be in the way c. shaking it could cause other students to lose balance and fall off		
	Students utilize jungle gym in a safe manner and are reinforced with praise for doing so.		

Department of Special Education

University of Wisconsin Oshkosh

UNIT AND/OR SUBUNIT FORMAT

FLS: No. 6 **LEVEL:** Intermediate

OBJECTIVE: Begin to learn about safety in recreation

AIM: Avoid dangerous objects

CENTER OF INTEREST UNIT: Learn to recognize dangerous objects--balls

SUBUNIT:

Behavioral objectives	Activities	Annotated Resourc Materials	Evaluation
1. The student will list in his own words two safety rules to remember when throwing, kicking, or hitting a ball.	Teacher discusses possible hazards including: a. person hit because he's not looking when the ball is thrown. b. person hit because of thrown bats c. person falls because running with bat d. person being kicked because of careless kicking of ball e. ball going through windows		

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	Students discuss ball games they have watched where someone has gotten hurt by the ball or maybe they have been hit themselves.		
	Students make a list of safety rules and post them in the room--or students make a little book of safety rules for playing ball and gives each member of the school one (if possible to have printed on the school system)		
	Teacher or class reads story, "How to Play Better Baseball".	Jackson, Paul C., How to Play Better Baseball, New York, Thomas Y. Crowell Co., 1963.	
2. The student will write a paragraph on how a ball can hurt somebody when thrown, hit, or kicked.	Class discusses how a person can get hurt by a ball that has been thrown, hit or kicked. a. ball hits person in eye and puts out his eyes b. ball hits person and bruises him c. ball cuts person d. ball causes person to be knocked down e. ball causes a bump		

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	Students tell of personal experiences in which balls have caused injuries.		
	Class brings in stories, pictures, etc. pertaining to ball injuries that they find in magazines and newspapers to show to the class.		
	Have students make a list of the injuries and draw a picture of the injury that they feel is the worst.		
3. Given a baseball bat the student will demonstrate the correct procedure to use while hitting a ball remembering:	Teacher brings a bat to class and demonstrates the correct way to hold a bat.		
a. to drop the bat after hitting the ball	Each student takes a turn holding the bat.		
b. to make sure people are out of the way c. to swing only at the balls	Teacher demonstrates the correct methods of swinging a bat.		
d. to use bats which are not cracked	Class discusses accidents that could result by swinging a bat and ways to prevent them.		

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	Teacher brings a cracked bat to class and points out the dangers of using a cracked bat: a. splinters in hand b. pieces flying into eyes		
	Each student takes a turn swinging the bat to hit the ball.		
	Have the students watch a ball game on the playground and discuss the actions of the batter.		
	Class discusses experiences they have had with playing ball games with bats: a. whether they ever got hurt b. whether someone else got hurt		
4. Given a ball, the student will demonstrate the safe way to kick it.	Class discusses the safe way to kick a ball: a. face the direction you want the ball to go b. make sure no one is directly in front of you when you kick		

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	Teacher or physical education teacher demonstrates the correct way to kick a ball. Teacher has students try kicking a ball back and forth to each other across the gym to practice aim. Teacher has students play soccer or kickball for additional practice of kicking skills.		
5. The student will demonstrate what action he would take if someone was hurt by a ball.	Teacher and students discuss what to do when someone is hit including: a. stop the action of the game b. see how bad the person is hurt c. contact an adult (teacher, parent, etc.) Have children role play. One child pretends to get hit and another child acts out what he would do. Have the rest of the children be participants in the game, audience, and adults to whom the child can go for help.		

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	Students make a first aid book for baseball, basketball, etc., containing a list of first aid procedures for different injuries.		
The student will state in his own words what he would do if he saw someone in a potentially dangerous situation.	Class discusses actions they would take including: a. yell at the person to get out of the way b. yell to the batter not to swing c. try to catch the ball before it hits the person; grab the person and push him gently out of the way of the ball.		
	Students tell any experiences they have had.		

Department of Special Education

University of Wisconsin Oshkosh

UNIT AND/OR SUBUNIT FORMAT

LEVEL: Intermediate

PLS: No. 6

OBJECTIVE: Begins to learn about safety in recreation

AIM: Avoid dangerous actions

CENTER OF INTEREST UNIT: Jumping or diving into shallow water

SUBUNIT:

Behavioral objectives	Activities	Annotated Resourc Materials	Evaluation
1. The student will be able to list orally three things to explore the water for before swimming or diving.	Class discusses important points to check before swimming: a. depth of water b. sharp rocks c. cutting edges d. ledges e. sharp objects		
2. The student can state orally three basic water safety rules for beginners.	Teacher lists on board basic water safety rules for beginners: a. Don't try to swim in water over your height. b. Never swim alone c. Don't jump or dive into strange places d. Don't depend on inflated tubes		

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	e. Stay out of water when overheated or directly after eating		
	Given a list of water safety slogans taken from the American National Red Cross Poster #1020 each student will draw a picture concerning one slogan.	American Red Cross Poster #1020, available at your local Red Cross cross chapter.	
	Teacher reads poem "Deep Water"	Fisher, Aileen, "Deep Water", found in Health and Safety Plays and Poems, Inc. Boston page 253.	

Department of Special Education

University of Wisconsin Oshkosh

UNIT AND/OR SUBUNIT FORMAT

PLS: No. 6

OBJECTIVE: Begins to learn about safety in recreation LEVEL: Intermediate

AIM: Avoid dangerous actions

CENTER OF INTEREST UNIT: Swimming without lifeguard around

SUBUNIT: The Buddy System

Behavioral objectives	Activities	Annotated Resourc Materials	Evaluation
1. The student will be able to tell in his own words how the "buddy system" works.	Teacher leads discussion on the "buddy system" and how it works. a. People should go into the water in two's and three's. b. They should keep track of each other. c. Buddies should be of similar swimming ability so they will stay together. Teacher has students draw pictures to show an understanding of the buddy system.		

Department of Special Education

University of Wisconsin Oshkosh

UNIT AND/OR SUBUNIT FORMAT

LEVEL: Intermediate

PLS: No. 6

OBJECTIVE: Develops knowledge of safety on streets and highways

AIM: Traveling

CENTER OF INTEREST UNIT: Passenger safety

SUBUNIT:

Behavioral objectives	Activities	Annotated Resourc Materials	Evaluation
1. After reviewing the passenger safety rules (from primary) the student will list four of the rules.	Teacher will lead a discussion on passenger safety rules. If possible, discuss the pamphlet "We Ride the School Bus".	"We Ride the School Bus" School Transportation Service Wisconsin Department of Public Instruction, Madison, Wis.	
	Each student will make a poster about one of the rules.		
	Each student will bring in pictures illustrating safe and unsafe passenger behavior, using pictures they have collected and label them correctly as "safe" or "unsafe".		
	Teacher will read and class discussion on the book "Join the School Bus Safety Team."	"Join the School Bus Safety Team", Channing I. Bete Co., 45 Federal Street, Greenfield, Mass.	

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	Teacher has students prepare and give an oral report or panel discussion on the car and bus safety rules.		
	Reinforce proper passenger behavior on class bus trips.		

Department of Special Education

University of Wisconsin Oshkosh

UNIT AND/OR SUBUNIT FORMAT

LEVEL: Intermediate

PLS: No. 6
OBJECTIVE: Develops knowledge of safety on streets and highways
AIM: Travel
CENTER OF INTEREST UNIT: Bicycling
SUBUNIT:

Behavioral objectives	Activities	Annotated Resourc Materials	Evaluation
1. Given a mimeographed diagram of a bicycle the student will label the following parts: handle bars kick stand seat brake chain tires spokes pedals light reflector horn or bell	Teacher will bring in a bicycle for the class and point out the various parts.		
	Teacher will write the parts on the board.		
	Teacher will prepare a vocabulary work-sheet of bicycle parts using the "Bicycle Blue Book".	"Bicycle Blue Book", Available at Oshkosh Police Department or Good Year Tire Dealer.	
	Class plays a game using flash cards; each child will receive one card and have to point to the corresponding part on the bicycle.		

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
2. Given the topic, "Why your bike should be in safe working condition" the student will write a short essay including in it at least three reasons for having his bike in good order.	Utilizing the listed pamphlets, the teacher will lead a discussion on the importance of having the following bicycle parts in proper working condition: brakes light tires chain horn seat handle bars and grips reflector	"Official Manual" Appleton Police Dept. "It's Great to Be Alive" Murphy Insurance Available through the City of Green Bay Police Department	
	The class will conduct a safety check on their classmates bicycles.		
	Students will collect pictures of different types of bikes and make a bulletin board with the central theme, "What Type do you Ride?"		

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
3. Given a mimeographed worksheet the student will match the pictures showing the hand signals with the proper words (left turn, right turn, stop).	Teacher presents flash cards with the words stop, right, turn, and left.		
	Teacher makes use of transparencies of the signals.		
	Class discusses and demonstrates the signals.		
	Teacher will prepare a worksheet from "For Safety's Sake".	"For Safety's Sake" Childcraft, Volume 12, pages 86-87.	
4. Given the words "left", "right", or "stop", the student will demonstrate his understanding of the hand signals by making the correct signals.	Teacher reads poem, "I'm A Little Bike".	"I'm A Little Bike"	
	Teacher rereads poem; students will act out the action in the poem.		

UNIT AND/OR SUBUNIT Second Page

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	Teacher will set up an intersection on the classroom floor. Teacher will make cards with "left", "right", "turn", and "stop". Students will each draw a card and imitate a bicyclist by demonstrating the hand signal on their card.		
5. Student will write a paragraph on one type of bicycle accident and how it can be prevented.	View the film, "I'm No Fool With a Bicycle".	"I'm No Fool With A Bicycle" Neehah-Menasha IMC.	
	Teacher will lead a discussion on cartoons and pictures depicting bicycle accidents.		
	Students will list different bicycle accidents on the board.		

UNIT AND/OR SUBUNIT Second Page

ehavioral Objectives	Activities	Annotated Resource Materials	Evaluation
Given a fill in the blank worksheet on bicycle rules, the student will complete it with 100% accuracy.	If possible, visit bicycle court in Oshkosh, or local area, or have a policeman speak to the students about bicycle safety.	Policeman	
Keep to right side. Ride single file. Do not carry passengers. Obey all traffic signals. Use hand signals. Keep both hands on handle bars. Give right of way to pedestrian. Do not ride in between parked cars. Walk bike across busy intersections.	The class discusses bicycle safety rules and lists them on board. Refer to Mr. Bumba book.	"Mr. Bumba Rides a Bicycle" Available at Fox Valley SEIMC.	
	The class presents safety play: Safety Manners Do Show.	Instructor, September 1964 Safety Manners Do Show Grover Brough.	
	Teacher presents poem and poster from "My Own Safety Story" and has students make their own posters.	"My Own Safety Story" Wisconsin Division of AAA	

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
7. Given a list of 15 correct and incorrect rules of bicycle safety the student will identify the 10 correct rules.	Make slides of students demonstrating safe behavior near and around the school.	13	
	Read book about bicycle safety, "What Everyone Should Know About Bicycles" or "A Tale of Two Bike Riders."	"What Everyone Should Know About Bicycles" "A Tale of Two Bike Riders" Employer's Mutual Insurance of Wausau.	
	Teacher has class write for information and materials from Bicycle Institute of America.		
	Class plays a safety game: Safety charades--each student is given a safety rule which he must pantomime to his teammates in a given time.		
	Students complete teacher made worksheet on identifying correct and incorrect bicycle safety rules.		

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
8. Given a bike safety quiz the student will complete it with 80% accuracy.	Teacher administers the following bike safety quiz: 1. A cyclist riding in the street has the right of way over a pedestrian crossing the street or crosswalk. (F) 2. Two cyclists can ride side by side if they hold hands. (F) 3. If a rider is careful, he is safe in riding a bike that may be in bad condition. (F) 4. It is a good idea to walk your bike across heavy traffic. (T) 5. Since a bicycle is a vehicle it should be ridden (in the United States) on the right hand side of the street or highway. (T). 6. It is safe to pass a slow-moving car on the right side (F). 7. If you ride your bicycle on the sidewalk, it is up to the pedestrians to keep out of your way. (F) 8. You signal for a left turn with your left arm and hand straight out. (T)	"Bike-Ways" 101 Things to Do With a Bike, Lillian and Godfrey Frankel; Sterling Publishing Co., New York, p. 108.	

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	9. You signal for a right turn with your right arm held straight out (F) 10. You should ride at least 3 feet away from parked cars. (T) 11. When crossing an intersection a bicycle rider should look only straight ahead. (F) 12. It is safe to carry packages in both hands if you can ride without holding on to the handle bars. (F) 13. It is not safe to ride on icy or slippery streets. (T) 14. You don't have to stop for passengers getting off busses. (F) 15. In the schoolyard the cyclist has the right of way regardless of the number of students moving about and activities taking place. (F)		

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	16. Only sissies observe all traffic regulations. (F) 17. After riding at any speed you should be able to stop within ½ bike length--if your breaks are good. (F) 18. Painting the rear fenders white increases the visibility of your bicycle at night. (T) 19. If you are careful it is safe to take a passenger on your bike. (F) 20. Traffic signs for automobile drivers also apple to bicycle riders. (T)		
9. Given a skill test the student will demonstrate how to ride a bicycle in the proper manner.	Teacher shows film, "Bicycle Safety Skills". Teacher leads discussion of film.	"Bicycle Safety Skills" Coronet.	
	Teacher supervises skill test. Skill test: page 106. 1. Balancing at slow speed. Mark a 3-foot wide lane with white chalk and ask	"Bike-Ways" 101 Things to Do With a Bike. Lillian and Godfrey Frankel, Sterling Pub. Co., New York, page 106.	

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	each rider to negotiate a 50-ft. length at the slowest possible speed while staying within the lines. 2. Steering. Have contestants ride their bikes between parallel lines 4 inches apart without veering into the small boxes placed one foot apart on each side of the lines. 3. Circle Riding. Draw two circles, one inside the other. The larger should have a radius of 9 feet, the smaller a radius of 7 feet. To pass the circling test, the rider must negotiate the circles at normal speed, keeping within the two circles. 4. Braking. Here the cyclist must ride at a fair speed from one end of the testing area to the other until one of the judges suddenly commands him to stop. If he has good brakes and can control his wheel, he should be able to stop within a bike length.		

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	5. Maneuverability. Place boxes or stanchions in a straight line, about 20-25 feet apart, on a 50-yard course. Each rider must negotiate the course at normal speed, weaving in and out of the boxes without touching any of them.		

Department of Special Education

University of Wisconsin Oshkosh

UNIT AND/OR SUBUNIT FORMAT

LEVEL: Intermidiate

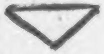
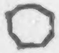
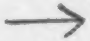
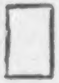
PLS: No. 6

OBJECTIVE: Develops knowledge of safety on streets and highways

AIM: Street signs and signals

CENTER OF INTEREST UNIT: Signs

SUBUNIT:

Behavioral objectives	Activities	Annotated Resourc Materials	Evaluation
1. Given the shapes of different signs, the student will orally state the meaning of the signs. Yield  Stop  One Way  Restrictions  Do Not Enter No Left Turn No Right Turn No U Turn Railroad Crossing	Teacher disucsses shapes and their meanings. Show transparencies and word list. Students will guess meanings of signs by their shapes. Students complete teacher-made work sheet with words and shapes (yield, stop, railroad, restrictions, and one-way). Each student will look for traffic signs in his neighborhood and classify them (stop, yield, restrictions, railroad, and one-way).	Safety Signs Along the Highways. available at Fox Valley SEIMC	

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	Game: Who Am I? Teacher divides class into two teams. One team has signs to represent shapes, the other words. Play a matching game, matching words with shapes. The first couple to match wins.		
	Students draw pictures of each of the traffic signs and write a short story about why each one is important.		
	Teacher reads book, "Let's Find Out What Signs Say".	"Let's Find Out What Signs Say" Martha and Charles Shapp	
2. Given a series of traffic signs the child will demonstrate his understanding by showing appropriate behavior.	Play the game Treasure Hunt. Set up game in a gym or all-purpose room. Make up a route for the students to follow; they will have to obey each sign in order to reach the treasure. The teacher will be the judge of the activity.		
	Teacher has the students bring in newspaper clippings of violations concerned with traffic signs.		

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	Each student makes a booklet of drawings showing what can happen if traffic signs are not followed.		

Department of Special Education

University of Wisconsin Oshkosh

UNIT AND/OR SUBUNIT FORMAT

LEVEL: Intermediate

PLS: No. 6

OBJECTIVE: Develops knowledge of safety on streets and highways

AIM: Safe street and highway behavior

CENTER OF INTEREST UNIT: Proper street behavior

SUBUNIT:

Behavioral objectives	Activities	Annotated Resourc Materials	Evaluation
1. Given a true-false test covering safe behavior for crossing the street, the student will complete it with 80% accuracy.	Review safe behavior for crossing the street (primary unit).		
	Teacher shows transparencies covering crossing the street and street behavior.	Safety Signs in our Street available at Fox Valley SEIMC	
	Show films: "Safety on the Way to School" "I'm No Fool as a Pedestrian"	"Safety on the Way to School" Coronet Films "I'm No Fool as a Pedestrian" Encyclopedia Brittanica Films	
2. The student will write a short paragraph about the importance of wearing white when walking and riding their bikes at night.	Teacher led discussion about the importance of wearing white at night.		
	Teacher reads poem, "Keep in Sight, Wear White at Night"	My Own Safety Story, "Keep in Sight, Wear White at Night" Wis. Div. of A.A.A.	

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	Teacher puts white and black paper on blackboard, turns out lights to show the students how the white shows up in the dark.		

Department of Special Education

University of Wisconsin Oshkosh

UNIT AND/OR SUBUNIT FORMAT

LEVEL: Secondary

PLS: No. 6
OBJECTIVE: Understands safety in the home
AIM: Safety in the home is a total family effort
CENTER OF INTEREST UNIT: Home emergencies
SUBUNIT: First aid

Behavioral objectives	Activities	Annotated Resourc Materials	Evaluation
1. The student will demonstrate the proper first aid to use in common emergencies.	Have each child make a booklet on first aid emergencies that may occur when they are in charge at home or while baby-sitting. Scrapes and Bruises a. wash your own hands thoroughly with soap and clean water b. wash the wound with soap and water c. dry it with a clean piece of gauze d. put on a sterile dressing--an adhesive bandage is enough Animal Bites a. if bite breaks the skin, wash it with soap and water and call the doctor.	The Emergency Book by Jeanne Bendick Rand McNally and Co., 1967. First Aid Textbook Prepared by The American National Red Cross, Doubleday and Co., Garden City, New York, 1970.	

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	Remember what the animal looks like and to whom it belongs. **Insect Bites** a. use calamine lotion or a paste of cold cream and baking soda to releive itching b. an ice cube is soothing rubbed on a bee or wasp sting **Burns** a. If it is a small light burn, run cold water over it for a few minutes. If the burn is big or deep, call the doctor right away; then cover it with a clean, dry cloth. **Stomach-ache** a. keep the child quiet b. don't give him any medicine and don't let him take any c. don't give him anything to eat d. call the parents if he is in real pain **Nosebleeds** a. sit the child down with his head back b. pinch his nostrils c. if the bleeding doesn't stop put a cold, wet towel over his nose and face		

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	d. don't let him talk, laugh, blow his nose, or walk around e. if bleeding doesn't stop in 10 minutes call the parents Choking a. if the child seems to be choking on something he has swallowed, pat him sharply, high on the back. If the child is not too large turn him upside down. b. if he continues to really choke, call an ambulance immediately c. do not give him anything to eat or drink d. report it to his parents Poison a. if you think the child has swallowed medicine or a household cleaning product, give him milk or water to drink and get in touch with the doctor and parents right away b. hold the container while you are phoning and try to figure out how much the child took c. keep the label for the doctor		

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	Splinters a. if the splinter is deep, don't try to remove it b. applying Vaseline, then covering it with an adhesive bandage will make it feel less sore until his parents come home Something in the eye a. wash the eye with eyewash in an eyecup b. if you see something on the surface of the eye, see if you can lift it out with the corner of a clean handkerchief c. if it doesn't come out easily on the first or second dab, stop. Call the doctor. Teacher prepares slips listing an emergency. Have the children draw these slips of paper randomly and work in pairs or individually in front of the class and demonstrate the first aid they would perform in that certain emergency.		

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	Keep a scrapbook of reports of accidents to children. Suggest ways in which each of the accidents could have been prevented. Invite an American Red Cross representative to class to discuss first aid procedures.		

Department of Special Education

University of Wisconsin Oshkosh

UNIT AND/OR SUBUNIT FORMAT

PLS: No. 6 LEVEL: Secondary
OBJECTIVE: Understands safety in the home
AIM: Safety in the home is a total family effort
CENTER OF INTEREST UNIT: Home emergencies
SUBUNIT: First Aid supplies

Behavioral objectives	Activities	Annotated Resourc Materials	Evaluation
1. The student will be able to list at least 8 first aid supplies that should be kept on hand.	Teacher and students discuss the importance of the following first aid supplies that should be kept on hand: a. A tube of lubricant or petroleum b. A small roll of ½ inch or 1 inch wide adhesive tape c. A small package of absorbent cotton or cotton balls d. Sterile adhesive dressings in assorted sizes and shapes e. Several packets of sterile gause dressings 2 to 4 inches square		

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	9. If the child is asleep look at him every half hour or so. Be sure he is covered if it is cool, but that the covers are not loose or over his head. 10. Keep the doors locked so strangers will not be able walk in.		
2. The student will know the 4 emergency rules that help to make up his mind quickly. Rules: a. Use your common sense b. Keep calm. c. Do one thing at a time. d. Remember that people are more important than things.	Teacher leads a class discussion on theimportance of these rules and then has the students tell what each rule means.		

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	f. Gauze bandages 1/2 to 2 inches wide g. A small pair of sharp scissors h. A pair of tweezers i. A clinical thermometer j. Safety pins k. Tongue blades or wooden applicator sticks l. Burn ointment and an antiseptic recommended by the doctor		
	Students make a covered cardboard box, large enough to hold the supplies and to keep them arranged so that a desired article can be found quickly without unpacking the entire contents of the box.		
	Ask to be permitted to examine the school first aid cabinet or chest.		
	Students can check their first aid supplies at home and see if it contains all the necessities.		

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	As a class project, equip a medicine chest and a first aid kit. Select a class representative to demonstrate to another class or to a school assembly the proper use of the items they contain.		
	Discuss the advantages and disadvantages of keeping the school's first aid cabinet locked.		
	Discuss the advisability of keeping the home medicine cabinet locked to prevent accidents, especially to children.		

Department of Special Education

University of Wisconsin Oshkosh

UNIT AND/OR SUBUNIT FORMAT

LEVEL: Secondary

PLS: No. 6

OBJECTIVE: Undersatnding safety in the home

AIM: Safety in the home is a total family effort

CENTER OF INTEREST UNIT: Baby-sitting

SUBUNIT: Baby-sitting at home or away

Behavioral objectives	Activities	Annotated Resourc Materials	Evaluation
1. Given the following list of rules, the student will be able to list three rules regarding safety in accepting baby-sitting jobs. Rules to follow:	Teacher leads a discussion on what may happen if students do not follow the rules for accepting baby-sitting jobs.	*The Emergency Book*, Jeanne Bendick, Rand McNally, and Co., 1967. *Baby-sitters Safety Rules*, Fox Valley SEIMC. Also available from the fire department.	
a. Know the people you are baby-sitting for. b. Get help obtaining baby-sitting jobs through your school, Y, or church. c. Don't answer ads unless you can find out something about the person who posted it.	Teacher posts ads in classroom to see if the students can tell why they should not read these ads in public places.		
d. Never accept a car ride with a stranger to the place where you are baby-sitting.	Role playing by class. Example: Accepting car rides or someone walking student home after baby-sitting.		
e. Make sure one of the parents takes you home, even if you only live a short distance. If there is only one parent have some adult from your own family call for you.	The students invite a former EMR student with children or any mother to visit the 180		

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
f. A father should treat you as a sitter, not a girlfriend.	classroom and talk to the students about baby-sitting or to answer any questions.		
2. The student relates orally the responsibilities of accepting baby-sitting jobs.	Teacher will discuss the importance of the following: a. Your first responsibility is to the child or children you are baby-sitting for--before friends, telephone calls, or TV programs. b. Go early, if you don't know the children and make friends with them while the parents are still present. c. Find out exactly what you are supposed to do: example, feed them, read to them, leave lights on or off. d. Find out where the First Aid supplies are kept.		

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	e. Be sure to know where the parents are, and if possible have the telephone number where they can be reached. f. Know where the telephone is located. Have parents write dwon the number of their doctor and a neighbor you could call if you needed help. g. Ask if anyone is expected and do not let anyone in the house, no matter who they are or what excuse they give. h. If anything goes wrong while you are in charge be sure to tell the parents about it. If you have made a mistake don't be ashamed to admit it. i. Have a pad and pencil handy to write down telephone messages.		

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	Teacher has the students take care of three or four youngsters for some activity on the playground during recess or noon hour. Two students role play the following situation for the class: One is mother, and the other classmate is the babysitter who has not been in the home or with the children before. What signs of illness does the mother consider important enough to have the sitter telephone her for? Mother should give her the necessary instructions.		

Department of Special Education

University of Wisconsin Oshkosh

UNIT AND/OR SUBUNIT FORMAT

PLS: No. 6 LEVEL: Secondary
OBJECTIVE: Understanding Safety in the Home
AIM: Safety in the Home is a Total Family Effort
CENTER OF INTEREST UNIT: Baby-sitting
SUBUNIT: Preventing sitter emergencies

Behavioral objectives	Activities	Annotated Resource Materials	Evaluation
1. The student will be able to list six ways to prevent sitter emergencies.	Teacher explains to the class that there are enough things to do when baby-sitting without having to cope with an emergency. Teacher then discusses how to prevent most of them. a. In the kitchen don't let the children near a hot stove, hot appliances, matches, or electrical cords. b. If something breaks, pick up the big pieces carefully and wipe up small pieces with wet paper towels. c. If you are cooking, don't leave pot handles sticking		

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	over the edge of the stove. d. Pick up any pins, needles, or other sharp objects that you see and put them out of the children's reach. e. Don't let the children leave toys on the stairs. Block off the stairs so that small children won't fall down them. f. When a small child is out of bed, especially outdoors keep you eye on him. Don't let him play in the street, or jump from high places. g. Try to keep shoelaces tied--open shoelaces are easy to trip on. h. If a child starts to run away, catch him as quickly as you can, before he can run into the street or get out of sight.		

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	i. If the child is asleep, look at him every half hour or so. Be sure he is covered if it is cool, but that the covers are not loose or over his head. j. Keep the doors locked so strangers will not be able to walk in.		
2. The student will know the four emergency rules that help to make up his mind quickly. Rules: a. Use your common sense. b. Keep calm. c. Do one thing at a time. d. Remember that people are more important than things.	Teacher leads a class discussion on the importance of these rules and then has the students tell what each rule means.		

Department of Special Education

University of Wisconsin Oshkosh

UNIT AND/OR SUBUNIT FORMAT

LEVEL: Secondary

PLS: No. 6

OBJECTIVE: Begins to learn about safety in recreation

AIM: Handling dangerous objects with safety

CENTER OF INTEREST UNIT: Basic rules

SUBUNIT:

Behavioral objectives	Activities	Annotated Resourc Materials	Evaluation
1. The student will be able to list the basic rules of safe swimming.	Teacher leads a discussion on the six basic rules of safe swimming. a. Be physically fit b. Have a qualified adult present when you swim c. Swim in tested areas where there are no deep holes, stumps, rocks, cans or glass. d. If you can't swim, don't go in water over 3½ feet deep. If you can swim 50 feet it's safe to go in water up to the top of your head.	The American National Red Cross "Swimming and Water Safety". Available at the Oshkosh Chapter of the American Red Cross.	

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	Go in deep water only if you are a good swimmer. e. Swim with a buddy--someone to help you if you get into trouble, someone you can help if he needs it. f. Obey the rules. Have a good time in the water and learn to swim a little better each time that you go in.		
	Students describe some water safety accidents they have seen or experienced, and tell what safety measure could have prevented this accident.		
	Students work on group art projects. Make posters showing the six basic rules. Also make a bulletin board showing hazards of accidents that can result from unsafe swimming practices.		

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	Teacher shows film to class, "It's Fun to Swim" showing the safe way to have fun in the water.	Film. "It's Fun to Swim" available from the American Red Cross. 13	
2. The student will be able to write at least four dangers found in lakes and rivers.	Teacher and students make a chart listing the dangers found in lakes and rivers. Examples: rocks, stones, sharp objects, metal, glass, branches, weeds, logs, and currents. Students make a map and list the safe swimming places available to the pupils of their school. Indicate where lifeguards are on duty and the hours when the beaches and pools are supervised.		

Department of Special Education

University of Wisconsin Oshkosh

UNIT AND/OR SUBUNIT FORMAT

LEVEL: Secondary

PLS: No. 6
OBJECTIVE: Begin to learn about safety in recreation
AIM: Avoiding dangerous objects
CENTER OF INTEREST UNIT: Recognizing dangerous objects
SUBUNIT: Guns

Behavioral objectives	Activities	Annctated Resourc Materials	Evaluation
1. The student will list two dangers connected with mishandling a gun.	Class discusses the dangers of not handling a gun properly. The gun could: a. discharge b. injure someone c. injure oneself d. damage a building e. injure a domestic animal		
2. Given a toy gun, the student will handle it in the proper manner using the following rules: a. always point the muzzle in a safe direction b. treat every gun as if it were loaded c. avoid all horseplay when carrying a gun d. when climbing through or over a fence, put	Teacher shows the class how to carry a toy gun properly. Students role play the proper care in handling a gun.	Circular 4-h 163--"Gun Safety" available from local 4-h groups. "Shooting's Fun for Everyone" pamphlet available from National Shooting Sports Foundation, Inc.	

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
the gun through first, muzzle forward. Never drag a gun by the muzzle e. keep hammer down and safety on until ready to fire	Teacher and students can send for kit containing: a. targets b. instructions for safe shooting	Kit available from Training Services Shooting Education Daisy-Heddon Rogers, Kansas 72756	
3. After reading the poem "A Father's Advice to His Son" the student will state in his own words what message the father was trying to convey.	Teacher can run off copies of the following poem and read during English class. "A Father's Advice to His Son" If a sportsman true you'd be, Listen carefully to me: Never, never let your gun Pointed be at anyone; That it may unloaded be Matters not the least to me. When a hedge or fence you cross, Though of time it cause a loss, From your gun the cartridge take For the greater safety sake.		

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	If 'twixt you and neighboring gun Bird may fly or beast may run, Let this maxim e'er be thine: "Follow not across the line". Stops and beaters, oft unseen, Lurk behind some leafy screen; Calm and steady always be: "Never shoot where you can't see". Keep your place and silent be, Game can hear and game can see; Don't be greedy, better spared Is a pheasant, than one shared. You may kill, or you may miss, But at all times think of this... "All the pheasants ever bred Won't repay for one man dead". by Mark Beaufoy		

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
4. The student will tell in his own words what the three basic principles for handling a gun are:	Class discusses the three basic principles for handling a gun.	Colby, C.B., *First Rifle* Coward-McCann, Inc. NY, 1954.	
a. treat every gun as if it were loaded b. an open, empty gun is safe c. ammunition can be dangerous	Have a local N.R.A. certified gun safety instructor talk to the class.	Local National Rifle Association gun safety instructor.	
5. The student will state the following three ways in which a real hunter handles his gun:	Students will discuss the importance of handling a gun with assurance, ease and respect.	"For the Young Hunter" Olin Conservation Dept. East Alton, Illinois	
a. with assurance b. with ease c. with respect	Teacher can explain to the class that the National Rifle Association has developed an outstanding hunter safety program with qualified instructors. Students can write to their state game or conservation department and find out if their is one available near them.		

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	Teacher distributes pamphlets on states hunting and rifle laws and class discusses them. Teacher suggests organizations that sponsor rifle clubs or the possibility of creating one. a. Jaycees b. recreation department	State hunting and rifle regulations pamphlet available at most sporting goods stores, county court house, or conservation department.	
6. The student will write a paragraph on proper places a gun should be used.	Class discusses proper places to use a gun. a. target areas b. wooded areas c. uninhabited areas Class draws a picture of proper places to shoot a gun and attaches it to their paragraph to make a bulletin board.		

Department of Special Education

University of Wisconsin Oshkosh

UNIT AND/OR SUBUNIT FORMAT

LEVEL: Secondary

PLS: No. 6

OBJECTIVE: Begins to learn about safety in recreation

AIM:

CENTER OF INTEREST UNIT: Swimming

SUBUNIT: Emergency action

Behavioral objectives	Activities	Annotated Resourc Materials	Evaluation
1. The student will be able to tell why you should not go swimming immediately after eating.	Teacher and class discuss what could happen if you go swimming immediately after eating a heavy meal.		
2. The student can tell what steps to take if swimming and swimmer gets a cramp in his foot, leg, hand, or stomach.	Students demonstrate in front of class how to releive a cramped muscle. HAND, FOOT, OR LEG a. take a deep breath b. knead the cramped place hard until the circulation comes back STOMACH Explain to the class the only step to take when you get a cramp in the stomach is to call for help.	Bendick, Jeanne, "The Emergency Book", Rand McNally and Co., page 109. Available at the Oshkosh public library.	

Department of Special Education

University of Wisconsin Oshkosh

UNIT AND/OR SUBUNIT FORMAT

PLS: No. 6 LEVEL: Secondary
OBJECTIVE: Begins to learn about safety in recreation
AIM:
CENTER OF INTEREST UNIT: Swimming
SUBUNIT: Rescue techniques for the non-swimmer

Behavioral objectives	Activities	Annotated Resourc Materials	Evaluation
1. The student will be able to list what actions to take if a swimmer steps into deep water off shore.	Teacher and class discuss American Red Cross poster #1012A. Teacher lists suggested steps on the board. a. wade to chest depth b. incline body toward shore c. grasp back of wrist d. backing slowly, draw victim to safety e. shove board, plank, or similar floating object into victim's grasp f.. get help to bring victim to safety	Red Cross Poster #1012A Available at your local Red Cross Chapter.	

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	Teacher has students make booklet showing drawings of various rescue techniques. Students design bulletin board showing various rescue techniques.		
2. The student will be be able to explain in his own words what steps to take in order to rescue a swimmer in trouble near a dock, float, or side of pool.	Teacher and class discuss American Red Cross Poster #1020B. Teacher lists suggested steps on the board. a. extend upper part of body over side of pool or body of water b. grasp wrist of victim c. slowly draw victim to safety d. extend a towel, shirt, branch, or pole to victim e. draw victim to safety--don't let him pull you in f. stand on one end of a rope g. throw buoy beyond victim using an underhand swing	American Red Cross poster #1020B available at your local Red Cross Chapter.	

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	h. draw buoy into victim's grasp, pull slowly to safety		
	Students draw their own poster on a rescue technique.		
	Role play activity-- Two students demonstrate in front of the class one rescue technique they have learned.		
	Teacher shows film, "Nobody Needs to Drown" showing simple rules for survival in deep water for non-swimmers.	"Nobody Needs to Drown" available from Vavin Inc. 236 E 46 Street N.Y., N.Y. 10017	
3. Given a list of items such as: towel, shirt, branch, pole, rope, buoy the student will explain how these items are used to rescue drowning person.	Role play activity-- students demonstrate how a towel, shirt, branch, pole, rope, or buoy may be used to rescue a drowning person.		